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ABSTRACT

This document consists of the first 10 issues of a newsletter devoted to statistical information on the status of minorities (particularly linguistic minorities) in the United States based on excerpts and interpretations of data from the 1990 Census of Population. Information from other sources, such as the National Center for Education Statistics and the Immigration and Naturalization Service, is also reported. Issue 1 (1991) concentrates on the growth in the minority population and the increasing diversity of the United States. Issue 2 (1991), reviewing questions of undercounting of minorities, focuses on the use of information gained about linguistic minorities and limited English speaking people. Issue 3 (1991) highlights the increasing diversity of the U.S. Asian population. Issue 4 (1991) focuses on Hispanic, American Indian, and Alaska Native minorities. Issue 1 (1992) focuses on the growth of the Pacific Islander population in the United States. Issue 2 (1992) covers language minorities in Vermont, African American census information, gender equity, and the accuracy of the homeless count. Issue 3 (1992) is devoted to diversity and multilingualism in the nation's largest cities and in California, New York, and Texas. Issue 4 (1992) features national information on multilingualism and the foreign-born population. Issue 5 (1992) provides language data from the National Education Longitudinal Study (NELS:88), with a focus on children and elementary and secondary education. Issue 6 (1992) explores population data and information about schools and students. (SLD)

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ED359285

THE NUMBERS NEWS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. April 1991 Vol. 1, no. 1

From the editor . . . .

This is the first issue of a newsletter of statistical information on the status of minorities, especially linguistic minorities, in the United States. ***THE NUMBERS NEWS*** will excerpt and interpret forthcoming statistics from the 1990 Census of Population. It will also furnish information from other sources, such as the National Center for Education Statistics and the Immigration and Naturalization Service. It will provide information on the sources of additional information, including data tapes. Readers are encouraged to use the information to support their efforts on behalf of children, youth, and adults with special educational needs. Acknowledgement to ***THE NEWS*** would be appreciated.

For the present, ***THE NEWS*** will be issued irregularly. If enough readers find it useful, it will appear monthly and a minimum subscription fee will be charged. Meanwhile, comments and suggestions will be greatly appreciated. Additional names and addresses of potential readers will also be welcomed (see form on page 3).

Dorothy Waggoner

"UNDERCOUNT OR OVERCOUNT" ARE THESE THE REAL NUMBERS?

To comply with a court order, the U.S. Department of Commerce (the Bureau of the Census' parent agency) agreed to consider adjusting the 1990 census counts. Accordingly, all releases of 1990 information contain the statement that the population counts are "subject to possible correction for undercount or overcount" and that, if the Department of Commerce decides to adjust the counts, it will publish the corrected counts, if any, no later than July 15.

THE NUMBERS NEWS will review the issues concerning the accuracy of the 1990 census counts and the prospects for adjustment in the next issue.

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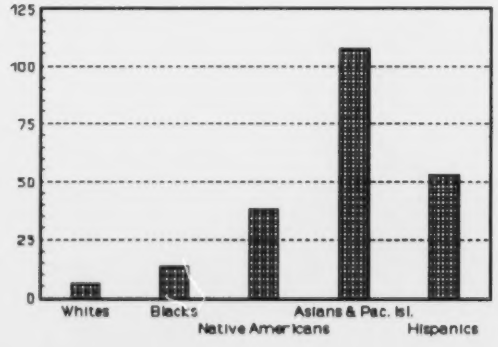
MINORITY GROWTH CONTRIBUTES TO POPULATION SHIFT

The 1990 population counts just released by the Bureau of the Census confirm predictions that the United States is becoming more diverse. Moreover, they reveal the extent to which minorities are becoming more important politically, contributing in large measure to the shifts in population which will result in gains of Congressional seats in the 103rd Congress for certain states.

During the eighties, the Asian and Pacific Islander population in the United States more than doubled, as shown in figure 1. At the same time,

Figure 1.—PERCENTAGE CHANGE IN POPULATION, 1980 TO 1990, UNITED STATES



the Hispanic population grew by 53 percent; the American Indian, Eskimo, and Aleut population, by 38 percent; and the African American population, by 13 percent. In contrast, the white population increased by only 6 percent.

Minorities, 17 percent of the population in 1980 and 20 percent in 1990, accounted for nearly half of the population increase in the nation as a whole. The significance of their growth, and their contribution to the shifts in Congressional representation, are illustrated in the 1990 results in the four largest states.

(*continued on page 2*)

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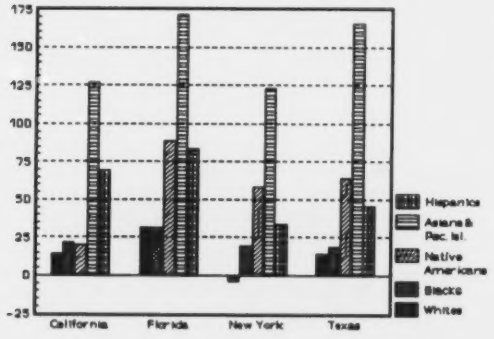
MINORITY GROWTH (*continued*)

Although their numbers overall are still small in relation to the numbers of other groups, Asians and Pacific Islanders registered the largest increases among all groups in California, Florida, New York, and Texas between 1980 and 1990, as shown in figure 2. Their numbers more than doubled in each

Figure 2.—PERCENTAGE CHANGE IN POPULATION, 1980 TO 1990, CALIFORNIA, FLORIDA, NEW YORK, AND TEXAS



of the states and the gains ranged from 123 percent in New York to 172 percent in Florida. Some of the changes in the counts of Asians and Pacific Islanders may be due to the fact that the 100-percent totals for 1990 are more comprehensive than those for 1980, which include only Japanese, Chinese, Filipino, Korean, Vietnamese, Hawaiian, Guamanian, and Samoan people.

The Hispanic population increased by 33 to 83 percent and the Native American population by 20 to 88 percent between 1980 and 1990 in these four states.

In California—the big winner with seven new Congressional seats—non-whites accounted for 60 percent of the population increase between 1980 and 1990. More than half of the increase was due to the change in the size of the Hispanic population.

Forty-three percent of the increase in the population of Texas, giving it three new Congressional seats, was due to the increase in the non-white population. About half of Texas' total increase consisted of Hispanics.

Only in Florida among the large winners did the increase in the white population account for a major portion of the total increase which resulted in a gain of four Congressional seats for that state. Eighty percent of Florida's population increase resulted from growth in the white population between 1980 and 1990. Hispanics in Florida accounted for 22 percent of the total increase.

In contrast to the above states, New York lost three seats, despite the fact that minorities increased in population. Their gains were largely offset by the loss in the size of the white population.

The population counts for the nation as a whole and for California, Florida, New York, and Texas in 1980 and 1990, and the percentage changes by race and Hispanic ethnicity are shown in tables 1—5.

Table 1.—POPULATION IN 1980 AND 1990 AND PERCENT CHANGE BY RACE AND HISPANIC ETHNICITY, UNITED STATES

	1980	1990	Percent change
Total	226,545,805	248,709,873	9.8
White	188,371,622	199,686,070	6.0
Black	26,495,025	29,986,060	13.2
Amer. Indian, Eskimo, & Aleut	1,420,400	1,959,234	37.9
Asian/Pacific	3,500,439	7,273,662	107.8
Hispanic	14,608,673	22,354,059	53.0

Table 2.—POPULATION IN 1980 AND 1990 AND PERCENT CHANGE BY RACE AND HISPANIC ETHNICITY, CALIFORNIA

	1980	1990	Percent change
Total	23,667,902	29,760,021	25.7
White	18,030,893	20,524,327	13.8
Black	1,819,281	2,298,801	21.4
Amer. Indian, Eskimo, & Aleut	201,369	242,164	20.3
Asian/Pacific	1,253,818	2,845,659	127.0
Hispanic	4,544,331	7,687,938	69.2

The Census Bureau completed the distribution of the final 1990 census population counts to the governors and state legislatures on March 11. These counts are required by law to reach the states by April 1 for use in congressional, state, and local redistricting.

Press releases with 1990 census information are available for each state, including counts of the population in the largest cities and counties, by race

(*continued on page 3*)

MINORITY GROWTH (*continued*)

and Hispanic ethnicity, from the Census Data User Services Division, Bureau of the Census, Washington, D.C., 20233, telephone: (301) 763-4100, or on CENDATA, the Census' online service accessible through Compuserve or DIALOG (information available by calling [301] 763-2074).

Table 3.—POPULATION IN 1980 AND 1990 AND PERCENT CHANGE BY RACE AND HISPANIC ETHNICITY, FLORIDA

	1980	1990	Percent change
Total	9,746,324	12,937,926	32.7
White	8,184,513	10,749,285	31.3
Black	1,342,688	1,759,534	31.0
Amer. Indian, Eskimo, & Aleut	19,257	36,335	88.7
Asian/Pacific	56,740	154,302	171.9
Hispanic	858,158	1,574,143	83.4

Table 4.—POPULATION IN 1980 AND 1990 AND PERCENT CHANGE BY RACE AND HISPANIC ETHNICITY, NEW YORK

	1980	1990	Percent change
Total	17,558,072	17,990,455	2.5
White	13,960,868	13,385,255	-4.1
Black	2,402,006	2,859,055	19.0
Amer. Indian, Eskimo, & Aleut	39,582	62,651	58.3
Asian/Pacific	310,526	693,760	123.4
Hispanic	1,659,300	2,214,026	33.4

VOLUMES OF 1990 CENSUS OF POPULATION WILL BE PUBLISHED IN 1992 AND 1993

The information from the short form of the 1980 Census of Population will be published in 1992. It will appear in *General Population Characteristics* consisting of a U.S. summary and parts for each state, the District of Columbia, Puerto Rico, and the Virgin Islands, and for American Indian and Alaska Native areas.

The short form contained seven population questions: name, relationship to householder, sex, race, age and year of birth, marital status, and whether of Spanish or Hispanic origin. It went to 100 percent of U.S. households.

The 1990 short-form questions are virtually the same as those asked on the short form of the 1980

(*continued on page 4*)

Table 5.—POPULATION IN 1980 AND 1990 AND PERCENT CHANGE BY RACE AND HISPANIC ETHNICITY, TEXAS

	1980	1990	Percent change
Total	14,229,191	16,986,510	19.4
White	11,198,441	12,774,762	14.1
Black	1,710,175	2,021,632	18.2
Amer. Indian, Eskimo, & Aleut	40,075	65,877	64.4
Asian/Pacific	120,313	319,459	165.5
Hispanic	2,985,824	4,339,905	45.4

NOTES: The 1980 counts of Asians and Pacific Islanders do not include the write-in answers, such as Cambodian, Thai, Laotian, and Fiji Islander. Hispanics may be of any race. All 1990 census counts are subject to possible correction for undercount or overcount (see story on page 1).

THE NUMBERS NEWS

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CENSUS VOLUMES (*continued*)

census. The race question was reformatted to provide a separate space to record the tribe of American Indians and to group Asians and Pacific Islanders. The latter provision enabled the Bureau to report more complete totals for Asians and Pacific Islanders from this form than were reported from the short form of the 1980 census in the initial releases.

Of more interest to researchers and advocates is information from the long or sample form of the census which went to one in every six U.S. households. This form contained twenty-six additional population questions, including the questions on home language usage which were first used in the 1980 census.

Information from the long form will be published beginning with the state parts of *Summary Social, Economic, and Housing Characteristics* in 1992. The U.S. summary of this publication will come out in 1993.

More detailed long-form information will be published in 1993 in *Social and Economic Characteristics*, with a U.S. summary, state, D.C., Puerto Rico, Virgin Islands, and American Indian/Alaska Native area parts. Subject reports on migration, education, income, the older population, and racial/ethnic groups will also be published in 1993.

Researchers will be able to obtain the Public Use Microdata Sample (PUMS) tapes containing the information from the long form for individual analysis by the end of 1992.

THE NUMBERS NEWS will keep readers informed about publications and other products of the 1990 census as they become available.

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. May—June 1991 Vol. 1, no. 2

From the editor . . . .

Many of you have responded enthusiastically to the first issue of ***NUMBERS AND NEEDS*** and have provided information about the kinds of statistical information you would most like to have. Accordingly, beginning on page 3 we address the status of current information on linguistic minorities in the United States and review the problems of estimating the numbers of children and adults with limited English proficiency including the utilization of data from the 1990 census sample. The lead article in this issue, as previously promised, concerns the accuracy of the 1990 100% counts. This is a story with a number of ramifications for minorities and the less powerful in our society which we will continue to follow.

Note the new title which more accurately reflects what we're about. The contents will be copyrighted from now on. Please use the information but acknowledge its source as ***NUMBERS AND NEEDS***. Meanwhile, keep the comments and the names and addresses of potential new readers coming (see form on page 7).

Dorothy Waggoner

THE IMPORTANCE OF ACCURATE CENSUS COUNTS

The Constitution provides that representation in the Congress will be determined on the basis of a decennial enumeration of the U.S. population. From the beginning of the Republic, political power has rested on the distribution of the population among the states and within states. Redistricting takes place every ten years to accommodate the population shifts which have occurred.

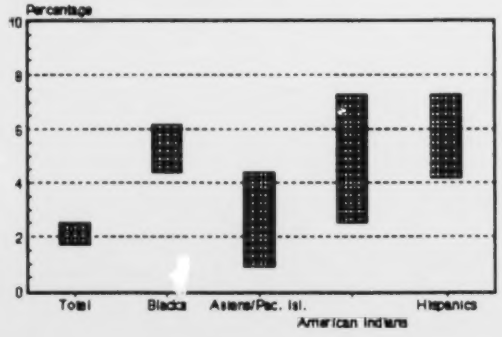
The number of seats in the House of Representatives is fixed at 435. The seats which are gained by states which increase in population the most are gained at the expense of states which increase less or actually lose population. States are rightly jealous of their representation and political parties are protective of districts in which their strength predominates. (continued on page 8)

UNDERCOUNT OR OVERCOUNT? CENSUS BUREAU ANNOUNCES PRELIMINARY FINDINGS FROM FOLLOW-UP STUDIES

Four million to as many as 8 million people may not have been counted in the 1990 census according to the preliminary findings from two studies recently released by the Census Bureau. As many as a quarter of the missing people may be African Americans and another quarter Hispanics, Asians and Pacific Islanders, and American Indians.

The findings—shown in figure 1—suggest that, as was the case in previous censuses, minorities are much more likely to be undercounted. Moreover, the differential may be greater than in previous censuses.

Figure 1.—RANGE OF PERCENTAGE UNDERCOUNT OF MINORITIES IN THE 1990 CENSUS: POST-ENUMERATION SURVEY DATA



According to the Census's post-enumeration survey (PES), 4.4% to 6.2% of blacks may have been missed. Among Hispanics, the possible undercount range was from 4.2% to 7.3%. The ranges for American Indians were from 2.5% to 7.3% and for Asians and Pacific Islanders, from 0.9% to 4.4%. In contrast, the range of undercount for the total population, 80% of whom are white, was from 1.7% to 2.5%, according to the PES.

(*continued on page 2*)

UNDERCOUNT (*continued*)

These percentages represented 1.4 to 2 million African Americans, a million to 1.8 million Hispanics, 68,000 to 333,000 Asians and Pacific Islanders, and 48,000 to 149,000 American Indians who may not have been counted, as shown in table 1.

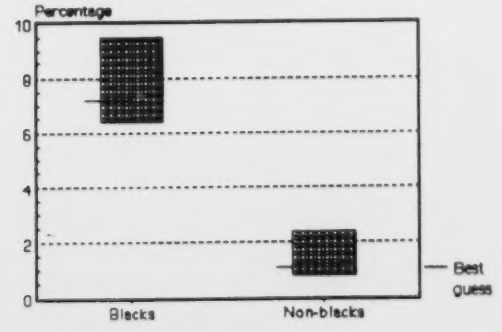
Table 1.—POST-ENUMERATION SURVEY ESTIMATES OF U.S. POPULATION COMPARED WITH RESIDENT COUNTS, BY RACIAL/ETHNIC GROUP: 1990
(Numbers in 1,000s)

Racial/ ethnic group	Resident count	Low PES estimate	High PES estimate
Total	248,710	+4,272	+6,279
Black	29,986	+1,378	+1,973
Non-black	218,724	+2,674	+4,533
Asian/Pacific	7,274	+68	+333
American Indian	1,878	+48	+149
Hispanic[1]	22,354	+973	+1,764

[1]Hispanics may be of any race.

The disparities are even greater between the residential count and estimates from a demographic analysis (DA) using non-census administrative data, including birth and death certificates and immigration records. As shown in figure 2, 6.4% to 9.5% of blacks may have been missed in comparison with less than 1% to 2.4% of the non-black population, according to the DA.

Figure 2.—RANGE OF PERCENTAGE UNDERCOUNT OF BLACKS AND NON-BLACKS IN THE 1990 CENSUS: DEMOGRAPHIC ANALYSIS DATA



The best judgment of Census Bureau experts derived from the DA is that about the same number of blacks and non-blacks were missed—2.3 million. The range of blacks missed was from 2 to 3.2 million and of non-blacks, from 1.8 to 5.4 million, as shown in table 2.

Table 2.—DEMOGRAPHIC ANALYSIS ESTIMATES OF U.S. POPULATION COMPARED WITH RESIDENT COUNTS, BLACKS AND NON-BLACKS: 1990 (Numbers in 1,000s)

	Resident count	Best guess	Range
Total	248,710	253,378	+4,101—+8,254
Blacks	29,986	32,307	+2,076—+3,163
Non-blacks	218,724	221,071	+1,811—+5,387

Congressman Tom Sawyer (D—Ohio), Chairman of the House Subcommittee on Census and Population, estimates that the differential black/non-black undercount in 1990 may be as much as 5.3%, in comparison with 3.9% in 1980 and 4.5% in 1970, based on a Census Bureau demographic analysis released in October 1990 and previous analyses revised for consistency with 1990 assumptions.

The Issue of Adjustment

The Census Bureau began using demographic analysis to study the extent to which individuals might have been missed in the decennial head count in 1960. In 1980 it also sampled the population as a part of its Post Enumeration Program. However, it declined to adjust the 1980 counts to conform to the findings. Instead, it responded to the lawsuits unsuccessfully brought against it over the 1980 count by undertaking a study of the feasibility of statistically adjusting the 1990 counts to correct for undercounting.

This study was abruptly terminated in 1987, despite the fact that Census experts and consultants were satisfied that nonpolitical technical means could be used to reduce the differential undercount.

In 1988, the cities of New York, Chicago, Houston, and Los Angeles; the states of California and New York; Dade County, Florida; the U.S. Conference of Mayors; the National League of Cities; LULAC; and the NAACP sued the Secretary of Commerce to reverse the decision not to correct the potential 1990 undercount. As of April 17 of this year, 23 cities had joined the suit, including Cleveland, Denver, New Orleans, Philadelphia, San Antonio, and San Francisco. (*continued on page 7*)

LINGUISTIC MINORITIES AND LIMITED-ENGLISH-PROFICIENT PEOPLE IN THE UNITED STATES: WILL WE BE READY TO USE THE 1990 CENSUS INFORMATION?

Language Minorities and LEP Populations

There were 34.6 million language minority people living in the United States in 1980. They included nearly 8 million school-age children and 2.6 million children under age five, one or both of whose parents speak a language other than English at home.

A minimum of 1.7 million to as many as 5.3 million school-age language minority children, depending upon the definitions used and the standard of English proficiency applied, were limited in the English needed to succeed in school and become participating and productive citizens.

Between 1980 and 1989, nearly 5 million people born in non-English-speaking countries were admitted legally to the United States. As many as a million of them were school-age children. The numbers of these people and of undocumented immigrants are reflected in the increases in the numbers of minorities revealed by the 1990 census, especially in the numbers of Asians and Pacific Islanders and of Hispanics.

The increase in the numbers of Asian/Pacific and Hispanic children between 1980 and 1990 is not as dramatic as the growth of these populations as a whole. However, it virtually assures that the school-age language minority population and the population with language-related needs have also increased. When the results of the language questions in the 1990 census sample are available at the end of next year, they will almost certainly show that considerably more than 8 million school-age children in the United States come from families in which languages other than English are spoken. They will show an increase in the numbers of limited-English-proficient (LEP) children.

More needs to be done in the meantime to guarantee that the 1990 census estimates will be as accurate and comprehensive as possible. The standard of English proficiency used to estimate the numbers of LEP children must be a "success" standard. The available data on the English proficiency of language minority adults must also be analyzed and the results applied to the census estimates.

DEFINITIONS

Title VII—BILINGUAL EDUCATION PROGRAMS (P.L. 100-297), Sec. 7003:

1. The terms 'limited English proficiency' and 'limited English proficient' when used with reference to individuals mean:

(A) individuals who were not born in the United States or whose native language is a language other than English;

(B) individuals who come from environments where a language other than English is dominant; and

(C) individuals who are American Indians and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency;

and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

2. The term 'native language' when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a child, the language normally used by the parents of the child.

Efforts to Count LEP Children and Adults

The 1974 amendments to the Bilingual Education Act mandated a count of limited English-speaking children and adults in the United States by state. The designation of the group to be counted became "limited English proficient" in the 1978 amendments, which also added part 1(C), for American Indians and Alaska Natives. The 1978 wording, as retained in the present law, is shown in the box.

Initial plans to fulfill the mandate confronted several problems: what conventional survey questions would identify the individuals described in parts 1(A), (B), and (C), as modified by part 2, (the language minority or non-English language background [NELB] population); how to determine in a statistically unbiased manner how many language minority people have difficulty in English, as defined in the clause beginning "and who . . ." (the LEP population); and what level of English proficiency is needed by children to succeed in classrooms in which the language of (*continued on page 4*)

LINGUISTIC MINORITIES *(continued)*

instruction is English (the standard of English proficiency for children). The resolution of these problems plagues efforts to agree on the numbers of LEP children to this day.

Other concerns aside, definitional problems ruled out the use of state data for the counts of children early on, although a part mandating the use of these data "to the extent feasible" was later added to the Act (Sec. 7037 [b]). The General Accounting Office (GAO) used state data for its 1987 report to the Senate Committee on Labor and Human Resources. These data were cited in the Secretary of Education's report, *The Condition of Bilingual Education in the Nation: 1988*. The conclusions of a 1974-75 study of state agencies remain true, nevertheless (see box).

STATE DATA

"Because each State collected data reflecting its own legislative requirements and definitions of need and program goals, and because there was no standardized means to identify persons who met a particular definition of need, data from the various States cannot be meaningfully aggregated."

State Education Agencies and Language-Minority Students

National Center for Education Statistics, 1978

Instead of attempting to rely on the states for information to fulfill the mandate to count LEP children, the original planners focused on household surveys of the type conducted by the Bureau of the Census, especially for the questions to identify the NELB population. These looked forward to the use of the 1980 census as the primary vehicle for the response.

The 1978 Children's English and Services Study

The effort to devise a statistically unbiased means to determine limited English proficiency in children and to relate the responses to survey questions—language background, native or foreign birth, householder-reported English-speaking ability, educational level of parents, and the like—to the results of objective testing of English language proficiency began with the 1978 Children's English and Services Study (CESS). The principal product of the CESS was a test for children, aged 5 to 14, which was later used, together with a similar test for adults, in the English Language Proficiency Study (ELPS) conducted by the Bureau of the Census in 1982.

One CESS finding has particular relevance for the definition of language minority children: the majority of children whose parents report that they usually speak English test limited English proficient. This finding reinforces the legislative inclusion in the NELB group of children who do not speak their home languages (parts 1[C] and 2).

The finding is also consistent with the evidence provided by many researchers that children who lack proficiency in their home languages frequently experience more difficulty learning a second language than those with strong home language skills.

The 1982 English Language Proficiency Study

The ELPS was designed to recalibrate the children's test on a much larger sample of the population, to measure the English proficiency of adults, and to provide results for a number of language groups, in addition to the Spanish language group, in selected geographic areas, which could be applied to the decennial census data.

The Department of Education has analyzed the ELPS test data for children to produce LEP estimates. However, it recalibrated the test using the scores of all English-language-background children, rather than those of children who are succeeding in school.

The ELPS information on the level of English proficiency needed by adults "to participate fully in our society" has not been analyzed. Until this is done, the ELPS cannot be used to estimate the number of LEP adults as defined in the Act.

Because the NELB population is very mobile and many households, identified as NELB in the ELPS sample drawn from the 1980 census, turned out not to be NELB or of a different minority when revisited two years later, the ELPS cannot be used as the basis for direct estimates of the size of individual language groups or even of the total population of NELBs or LEPS.

The Decennial Census and Language Minorities

The census language questions were asked of a sample of about 19% of U.S. households nationwide in 1980. They were asked of about 16% in 1990.

(continued on page 5)

LINGUISTIC MINORITIES (*continued*)

CENSUS LANGUAGE QUESTIONS

Does this person speak a language other than English at home?

○ Yes ○ No, only speaks English

[If yes]

What is this language?

How well does this person speak English?

○ Very well ○ Not well
○ Well ○ Not at all

The census information on language minorities derives from the responses to the question about the language used at home (see box). Individual records are combined by household or family to identify English speakers in language minority households or families.

The national and state volumes with information from the 1980 census sample published in 1983 and 1984, *1980 Census of Population, Detailed Population Characteristics*, contain estimates of the numbers of people who speak a non-English language at home or who live in households or families in which one or more people speak a non-English language and the numbers of children under age 5, one or both of whose parents speak a non-English language at home. This information is provided for thirty language groups.

The first column of the table provides the estimated 1980 numbers of children, aged 5 to 17, who lived in families in which one or more people speak a language other than English at home.

Estimates of the Numbers of LEP Children

State education agencies reported to the GAO that there were about 1.5 million school-age language minority students with limited English proficiency enrolled in the public schools in 1985-86. In some cases the data were estimates rather than actual student counts. Where they were student counts, they tended to be counts of students already enrolled in special programs rather than counts of the total number of students in need of language-related services.

Using the ELPS results, the Department of Education estimated in 1986 that the size of the total school-age LEP population was between 1.2 to 1.7 million, including those enrolled in private as well as public schools and those not enrolled at all. In 1987, it applied the ELPS results to counts from the 1980 census and estimated that this population numbered 1,752,000.

It is also possible to estimate that the numbers of LEP children are twice to (*continued on page 6*)

Table—ESTIMATED SCHOOL-AGE NELB POPULATION AND ALTERNATE ESTIMATES OF THE SCHOOL-AGE LEP POPULATION, BY STATE: 1980

State	Language minority	Estimates of LEP	
		Minimum std	Equity std
Total	7,948,000	3,577,000	5,325,000
Alabama	39,000	18,000	26,000
Alaska	20,000	9,000	13,000
Arizona	200,000	90,000	134,000
Arkansas	22,000	10,000	15,000
California	1,640,000	738,000	1,099,000
Colorado	120,000	54,000	80,000
Connecticut	133,000	60,000	89,000
Delaware	13,000	6,000	9,000
District of Columbia	12,000	5,000	8,000
Florida	310,000	139,000	208,000
Georgia	71,000	32,000	48,000
Hawaii	72,000	32,000	48,000
Idaho	23,000	10,000	15,000
Illinois	392,000	176,000	263,000
Indiana	95,000	43,000	64,000
Iowa	40,000	18,000	27,000
Kansas	43,000	19,000	29,000
Kentucky	34,000	15,000	23,000
Louisiana	174,000	78,000	117,000
Maine	42,000	19,000	28,000
Maryland	96,000	43,000	64,000
Massachusetts	215,000	97,000	144,000
Michigan	204,000	92,000	137,000
Minnesota	76,000	34,000	51,000
Mississippi	28,000	13,000	19,000
Missouri	64,000	29,000	43,000
Montana	16,000	7,000	11,000
Nebraska	26,000	12,000	17,000
Nevada	27,000	12,000	18,000
New Hampshire	33,000	15,000	22,000
New Jersey	336,000	151,000	225,000
New Mexico	170,000	76,000	114,000
New York	926,000	417,000	620,000
North Carolina	68,000	31,000	46,000
North Dakota	24,000	11,000	16,000
Ohio	203,000	91,000	136,000
Oklahoma	53,000	24,000	36,000
Oregon	52,000	23,000	35,000
Pennsylvania	253,000	114,000	170,000
Rhode Island	43,000	19,000	29,000
South Carolina	42,000	19,000	28,000
South Dakota	20,000	9,000	13,000
Tennessee	46,000	21,000	31,000
Texas	1,052,000	473,000	705,000
Utah	49,000	22,000	33,000
Vermont	13,000	6,000	9,000
Virginia	95,000	43,000	64,000
Washington	103,000	46,000	69,000
West Virginia	19,000	9,000	13,000
Wisconsin	90,000	40,000	60,000
Wyoming	13,000	6,000	9,000

SOURCES: 1980 Census of Population and English Language Proficiency Study.

LINGUISTIC MINORITIES (continued)

three times larger, using the Department's ELPS findings, as shown in the table.

The difference between the Department of Education's estimates and other estimates from the same sources is a result of differences in the definitions of language minority. It is a result of the standard of English proficiency which is applied to the estimates of the size of the language minority population. The difference is related to the interpretation of what Congress meant in Sec. 7003 of the Bilingual Education Act and to different concepts of who can benefit and who should be served in programs funded under the Act.

Differences in the Definition of NELB

The children selected for the language minority sample in the CESS were children who lived in homes in which a non-English language was the usual or frequently used household language. This definition of language minority was used by the Department in producing its 1986 estimate from the ELPS. It was simulated in its 1987 estimate by including only those children, aged 5 to 17, in the 1980 census who lived in households in which the household head and at least one other person spoke a non-English language.

In 1980 there were 4,955,000 language minority children as defined by the Department. This number is nearly 3 million fewer than the number of children living in families in which one or more people, not necessarily including the household head, spoke a non-English language, as shown in the table.

The estimates of Spanish-language-background children using these two definitions differed by more than a million: 3,113,100 in comparison with 4,164,000.

In addition to the restriction in the definition of language minority, the Department further reduced the count to the children who made "significant use of the non-English language themselves" and who were thus, in its judgment, those most likely to benefit from bilingual services.

About 800,000 children who met its definition of language minority and its English proficiency standard were omitted from the 1986 estimate because they did not make enough use of their home languages.

The proportions of language minority children with "a significant degree of dependence on a non-English language" were factored into the LEP rates applied to the 1980 counts of language minority children in the 1987 estimates.

The Standard of English Proficiency

The standard of English proficiency used in the CESS was based upon the performance of fluent English speakers who were performing at grade level. In the Department's analysis of the ELPS data this corresponded to the 43rd percentile of all English-language-background (ELB) children, including many youngsters who are failing in school for a variety of reasons.

The Department's standard for its 1986 and 1987 estimates is the 20th percentile on the basis that native English-speaking children performing below the 20th percentile on reading or math tests are often considered to be candidates for compensatory education.

In the ELPS, 1.6 million children meeting the Department's definition of sufficient use of the home language and 800,000 other language minority children—45% of all language minority children identified in the ELPS—achieved scores corresponding to the lowest 20% of all ELB children.

There were 1.2 million other language minority children, 600,000 of whom made "significant use" of the home language according to the Department, who reached the level of ELB children in the 20th to the 39th percentile on the test. These children constituted an additional 22% of language minority children.

Altogether 67% of language minority children failed to meet the level of 40% of ELB children—about the level of the successful fluent English speakers in the CESS and the level recently adopted by New York State as indicating readiness to survive in English-medium classrooms.

Rates of 45% and 67% were applied to the estimates of language minority children to produce the numbers meeting the Department's standard and those meeting an equity standard in the table.

It should be noted that these rates may overestimate the numbers of LEP children because the true rates for the more inclusive NELB group may be lower than the rate for the Department's limited group. The estimates for individual states may be high or low because (*continued on page 7*)

UNDERCOUNT (*continued*)

As a result of the suit, the litigants reached an agreement in July 1989 whereby the Department of Commerce would continue its research to make adjustment possible. The Census Bureau surveyed 165,000 households after the census (rather than 300,000 as originally planned) for the PES. It has labeled all 1990 census data with a warning about the possibility of "correction for undercount or overcount."

The Census Bureau warns that the findings of the PES and the DA are still being evaluated and that "no definitive conclusions about the distribution of the undercount or overcount should be drawn." The findings are "primary tools for evaluating the coverage of the 1990 census." They will also assist the Secretary of Commerce to determine "whether or not" to adjust the 1990 census counts.

The Secretary may use the argument that adjustment would be too disruptive. If the adjusted counts are not published until July 15, as provided by the court order, this might mean changes in redistricting already completed and seriously interfere with elections to be held to fill state legislature seats resulting from redistricting.

Meanwhile, the Department of Commerce has called for public comment on whether to adjust the counts statistically to correct "coverage deficiencies resulting in an overcount or undercount of the population."

LINGUISTIC MINORITIES (*continued*)

the national rates do not account for differences in the state language minority populations.

Further study of the ELPS data is needed to devise a "success" standard of English proficiency—the level of proficiency needed by language minority children "to learn successfully in classrooms where the language of instruction is English." The ELPS adult data must be studied. The 1990 census will then yield current national and state counts of the numbers of limited-English-proficient children and adults in the United States, which will be as accurate and comprehensive as possible.

(Editor's note: Readers who know of any studies of language minorities employing the ELPS should write. If there are enough responses, a bibliography will be provided in a future issue.)

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(continued on page 8)

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IMPORTANCE (*continued*)

Organizations representing minorities monitor redistricting plans to be sure that they fairly represent the diversity of our population in accordance with the provisions of the Voting Rights Act.

The decennial count is also the basis for the distribution of federal funds to states and local communities for many programs which primarily serve minorities and the poor. Entitlement funds based on the census include those for Chapter 1 of the Elementary and Secondary Education Act, Aid to Families with Dependent Children (AFDC), the Job Partnership Training Act, Head Start, and programs for the handicapped and the elderly.

In addition, arguments for funds to meet special needs, such as those of limited English proficient children and adults, depend upon the extent to which people with those needs are accurately represented in the decennial census.

The potential for undercounting is greater among minorities, the poor, the homeless, and people who for one reason or another may be missed or may fear being counted. (See lead story.) These people reside predominantly in the large cities which, thus, fail to receive the full measure of entitlements to federal funds distributed on the basis of census counts.

Congressman Tom Sawyer (D—Ohio), addressing the issue of the loss of federal entitlements, states that communities have a responsibility to meet the needs of people, whether they are counted or not; inaccurate counts mean that the communities will not receive the assistance to which they are entitled.

"Regardless of its size, every city that suffers an undercount is denied its fair share of federal assistance and political representation, a loss that is borne by everyone in the community," Congressman Sawyer says.

SUGGESTED READING (*continued*)

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. | November 1991 | Vol. 1, no. 3

From the editor . . . .

This issue of ***NUMBERS AND NEEDS*** has been a long time coming and there is much to report. The controversy over the adjustment of 1990 census numbers continues to simmer, as indicated in our lead article. Meanwhile, despite its problems, the 1990 census is providing much important information about racial and ethnic groups. This issue features the information about Asian groups, beginning on page 2. Future issues will provide information on Hispanic and Pacific Islander subgroups and American Indians, Eskimos, and Aleuts. In keeping with our purpose to cover various agencies, information from the National Center for Education Statistics and the Geneeral Accounting Office is also included in this issue.

In order to save space and to keep the newsletter to four pages, we have reduced the type size. We trust that the information will be just as useful to you.

Dorothy Waggoner

HIGHLY EDUCATED WOMEN STILL UNDERPAID IN COMPARISON WITH MEN

U.S. women represent an answer to the problem of global competitiveness for America in the next century if we will only recognize and reward their contribution to the workplace. This is one of the conclusions of a report, *Women at Thirtysomething: Paradoxes of Attainment* by Clifford Adelman, released in June by the National Center for Education Statistics.

U.S. women are better trained and more likely to be college-educated than women in the rest of the advanced postindustrial world, says Adelman. They exceed U.S. men in academic accomplishment. Women will constitute 64 percent of new entrants to the work force over the next ten years. Nevertheless, the qualifications and commitment of highly prepared women continue to be discounted by employers.

As shown in figures 1 and 2 on page 3, U.S. women in the high school class of 1972 who were college graduates and women with education beyond the bachelor's degree earned a third less than U.S. men with similar qualifications and work histories in 1985.

Hispanic women are the exception. In 1985, Hispanic women with bachelor's degrees earned about the same amount as comparable Hispanic men. Those who had attended graduate school or obtained graduate degrees earned 16 percent more than comparable men.

The 1985 mean earnings of African American and Hispanic women exceeded those of white women at both levels of education and the earnings of African American men with graduate preparation exceeded those of all other groups, in what Adelman describes as a "race premium."

The report is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9325 at $4.25 (stock no. 065-000-00451-8).

(continued on page 3)

COMMERCE SECRETARY WITHHOLDS ADJUSTED NUMBERS

Since deciding on July 15 not to adjust the official 1990 census figures, Robert A. Mosbacher, Secretary of Commerce, has steadfastly declined to release the adjusted figures either to the House of Representatives or to the state legislatures of California, Florida, Ohio, Texas, and New York which sought the data under the Freedom of Information Act.

The Secretary offered the adjusted data for cities of 25,000 population and above to the House Subcommittee on Census and Population in an October 18 letter to Congressman Tom Sawyer, Chairman. He continued to refuse to release the block numbers.

In response, Sawyer stated that this was insufficient to enable the subcommittee to fulfill its legislative function. He indicated that 94 percent of all cities have more than 25,000 residents and that the subcommittee needed block data to analyze the distribution and impact of the census undercount on specific communities within cities.

> **Members have told me they can't understand why those numbers aren't public information. They don't understand what the Secretary is trying to hide. There's a strong belief that the Secretary is withholding those numbers for partisan reasons.**
>
> **Congressman Tom Sawyer**
> **November 7, 1991**

In September the Supreme Court ruled 6 to 3 that the Commerce Department could withhold the adjusted numbers from California and other states pending a hearing before a federal appeals court. This effectively blocked the use of the adjusted data in the redistricting for California's legislature this fall.

Meanwhile the original suit brought by New York City, Los Angeles, Houston, other cities, and by various states, including Florida, New Jersey, and Texas, to force adjustment of the 1980 head count has been rejoined and is scheduled to be heard in federal court this month.

In his decision not to adjust the 1990 census figures, Secretary Mosbacher set aside the results of a multiyear research effort, including a survey of 165,000 households (the PES) and an analysis of demographic data, to determine the extent of error in the count and to devise statistical procedures to correct it. (See the May—June issue of ***NUMBERS AND NEEDS***.)

Secretary Mosbacher disregarded the advice of his Director of the Census, Barbara Everitt Bryant, seven of nine Bureau of the Census experts, and the four nongovernmental experts who were appointed by the cities who were parties to the lawsuit against the Commerce Department which mandated the study of statistical adjustment. The other four nongovernmental experts, appointed by the Department, did not recommend adjustment.

In explaining his decision to the Subcommittee on Census and Population, Secretary Mosbacher stated that he was not convinced that statistical adjustment

(continued on page 4)

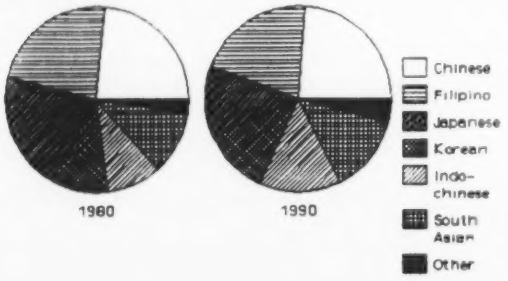
CENSUS COUNTS SHOW INCREASING DIVERSITY OF U.S. ASIAN POPULATION

The recently released 1990 data on Asian populations in the United States reveal an astonishing variation in growth rates, reflecting the immigration of new Asian groups to the United States during the past decade. The result is a more diverse Asian population.

While the Chinese American population has doubled, Filipino Americans and, especially, Japanese Americans, have lost ground to the newer groups. Prominent among these are Indochinese immigrants and immigrants from South Asia—Bangladeshis, Pakistanis, Sri Lankans, and Asian Indians.

The contrast between the distribution of Asian subgroups in 1980 and 1990 is illustrated in figure 1.

Figure 1.—PERCENTAGE DISTRIBUTION OF ASIAN GROUPS IN 1980 AND 1980



During the 1980s, the numbers of Hmong people in the United States increased by 1,631%, from five thousand to over 90 thousand, as shown in table 1. The numbers of Cambodians and Bangladeshis increased by at least 800%, and of Pakistanis, by more than 400%. At the same time, the numbers of Japanese Americans, the third largest Asian group, and the only majority native-born group, increased by only 21%. The numbers of Japanese Americans are rapidly being exceeded by those of Asian Indians and Koreans, the fourth and fifth largest groups.

Both the numbers and diversity of Asian groups in the various states have increased. In 1980, only seven states had 100,000 or more Asian Americans; in 1990, there were thirteen such states, as shown in table 2. In 1980, only four of the states with large populations were home to as many as ten groups with at least 1,000 members. In contrast, in 1990, only two of the thirteen states with large populations did not have at least ten different Asian groups with at least 1,000 members each. New York added five new groups with a 1,000 or more members and Texas, four, between 1980 and 1990.

The populations even in states with small Asian populations have changed. In 1980, Chinese Americans formed the largest group in Wisconsin and there were fewer than an estimated 1,000 Hmong people there. In Minnesota, Korean Americans were the largest group and there were about 1,000 Hmongs. In 1990, both states had Hmong populations of more than 16,000. Hmong people constitute the largest Asian groups in these states and the largest numbers of Hmongs outside of California.

(*continued on page 3*)

Table 1.—ASIAN POPULATION IN 1980 AND 1990 AND PERCENTAGE CHANGE BY GROUP

Group	1980	1990	Percent change
Total	3,425,349	6,908,638	101.6
Asian Indian	361,531	815,447	125.6
Bangladeshi	1,314	11,838	800.9
Burmese	2,756	6,177	124.1
Cambodian	16,044	147,411	818.8
Chinese	806,040	1,645,472	104.1
Filipino	774,652	1,406,770	81.6
Hmong	5,204	90,082	1,631.0
Indonesian	9,618	29,252	204.1
Japanese	700,974	847,562	20.9
Korean	354,593	798,849	125.3
Laotian	47,683	149,014	212.5
Malayan	4,075	12,243	200.4
Okinawan	1,415	2,247	58.8
Pakistani	15,792	81,371	415.3
Sri Lankan	2,923	10,970	275.3
Thai	45,279	91,275	101.6
Vietnamese	261,729	614,547	134.8
All other	14,727	148,111	905.7

NOTE: The 1980 numbers of Asian Indians, Chinese, Filipinos, Japanese, Koreans, and Vietnamese are from the 100% tabulations; all other 1980 numbers are from the sample and are, thus, subject to sampling variability.

Table 2.—PERCENTAGE DISTRIBUTION OF ASIAN POPULATION IN SELECTED STATES: 1990

State	Number	Asian Indian	Chinese	Filipino	Japanese	Korean	Vietnamese	Other
Total	6,908,638	11.8	23.8	20.4	12.3	11.6	8.9	11.3
California	2,735,060	5.8	25.8	26.8	11.4	9.5	10.2	10.5
Florida	149,856	21.0	20.5	21.3	5.7	8.3	10.9	12.3
Hawaii	522,967	0.2	13.2	32.3	47.3	4.7	1.0	1.3
Illinois	282,569	22.7	17.7	22.7	7.7	22.7	14.7	3.6
Maryland	138,148	20.5	22.3	14.0	4.8	21.9	6.4	10.0
Massachusetts	142,137	13.9	37.8	4.4	6.2	8.2	10.9	18.6
Michigan	103,501	23.0	18.5	13.3	10.3	15.8	5.9	13.2
New Jersey	270,839	29.3	21.8	19.6	6.4	14.2	2.7	6.0
New York	689,303	20.5	41.2	9.0	5.1	13.9	2.3	8.0
Pennsylvania	135,784	20.9	21.8	9.0	4.9	19.7	11.7	12.1
Texas	311,918	17.9	20.3	11.0	4.7	10.2	22.3	13.6
Virginia	156,036	13.1	13.6	22.5	5.1	19.3	13.3	13.1
Washington	195,918	4.2	17.3	22.4	17.5	15.2	9.5	13.9

NOTE: Detail may not add to 100.0% due to rounding.

GAO REPORTS ON 1990 CENSUS ERRORS

The General Accounting Office reported in August that the 1990 census headcount contained a minimum of 14.1 million, and possibly as many as 25.7 million, gross errors.

These numbers include not only the numbers missed but also the numbers erroneously included, which in the calculation of the net undercount are subtracted from the numbers missed.

The GAO estimates that there were 4.4 million to 10.2 million erroneous inclusions. These consisted of people who were counted twice, people who were assigned to or counted in the wrong geographic location, people who had died before the census or been born after the census, fictitious inclusions, and wrongly imputed inclusions.

The GAO believes that focusing on the net undercount obscures the true extent of the problems with the 1990 head count. It points out that counting people in their correct locations is important not only because reapportionment of House seats and redrawing various legislative and other jurisdictional boundaries depend on the accuracy of the census, but also because the allotment of billions of dollars in Federal funds is determined by the census. (*continued on page 4*)

ASIAN DIVERSITY (*continued*)

As in 1980, California is home to the most Asian Americans. Its Asian population has grown both numerically—from 1.2 million to 2.7 million—and as a proportion of the total U.S. Asian population—from 35% to 40%—in the last decade.

Chinese and Filipino Americans continue to dominate California's Asian population, as shown in table 2. However, California has the largest numbers of many of the Asian groups. In 1990, a third or more of the Burmese, Cambodian, Chinese, Filipino, Hmong, Indonesian, Japanese, Korean, Laotian, Thai, and Vietnamese people in the United States lived in California.

People from South Asia are more likely to live in New York than in California, although the largest Asian group in New York continues to consist of Chinese. In 1980, nearly half of U.S. Bangladeshis and more than a fifth of Pakistanis lived in New York. The New York and California populations of Asians Indians were about the same size. Asian Indians are the dominant group in New Jersey and Michigan and are about equal in numbers to Filipinos and Koreans in Illinois.

Complete information on all racial groups by state is provided in "Census Bureau Releases 1990 Census Counts on Specific Racial Groups" (CB91-215), June 12, 1991, available from the Census Data User Services Division, Bureau of the Census, Washington, D.C., 20233, telephone: (301) 763-4100.

WOMEN (*continued*)

Figure 1.—1985 EARNINGS OF 1972 HIGH SCHOOL SENIORS WHO GRADUATED FROM COLLEGE (earnings in $1,000s)

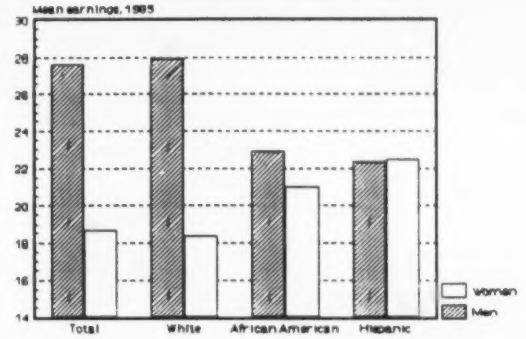
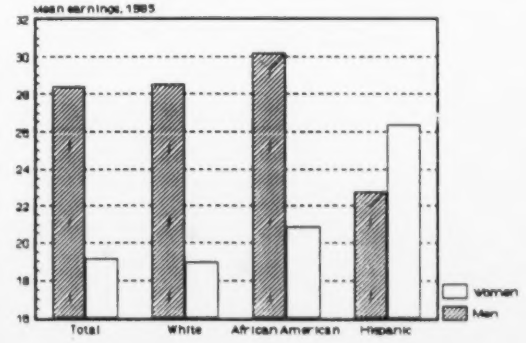


Figure 2.—1985 EARNINGS OF 1972 HIGH SCHOOL SENIORS WHO ATTENDED GRADUATE SCHOOL (earnings in $1,000s)



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ADJUSTMENT (*continued*)

would make the census better. Although he was "deeply troubled" by the disproportionate undercount of minorities, he believed that an adjustment would not "address this phenomenon without adversely affecting the integrity of the census."

> **. . . . we must be certain that it [the adjustment] would make the census better and the distribution of the population more accurate. After a thorough review, I find the evidence in support of an adjustment to be inconclusive and unconvincing.**
>
> **Robert A. Mosbacher**
> **Secretary of Commerce**
> **July 16, 1991**

A number of factors influenced the Secretary's decision. One on which all experts agree is that there would have been winners and losers. Another with broad support is that adjustment would have produced increasingly inaccurate counts as it was applied to smaller geographic areas. Others are more controversial.

According to the Secretary, the adjusted counts would have been more accurate than the head counts in 29 states but less accurate in 21. They would have been more accurate for Phoenix, Washington, D.C., Jacksonville, Chicago, Baltimore, New York City, Memphis, Dallas, El Paso, Houston, and San Antonio, but less accurate for the other 12 cities with at least 500,000 residents.

The results of adjustment are dependent upon assumptions which have political consequences. According to the Secretary, these consequences could be known in advance thus opening the process to political manipulation. He also believed that an adjustment in July would have been disruptive of the redistricting process.

Commenting on the possible political manipulation of the adjustment, John W. Tukey of Princeton University, one of the nongovernmental experts, pointed out that the assumptions used in producing the adjustment were determined before the results were known. The only way that politics came into the process was in the decision whether or not to adjust.

Another factor which influenced the Secretary and which was propounded by other supporters of his decision was that adjusting the head counts might remove the incentive for state and local leaders in the future to work to obtain maximum participation in the head count.

Congressman Sawyer raised this issue with representatives of various national advocacy groups which had worked extensively to encourage participation in the 1990 census in hearings of his subcommittee at the end of October. These representatives indicated that an adjustment is not a substitute for a head count; the latter is the basis for the former and should be as complete as possible. They stated that the Commerce Department lost credibility by not making the adjustment after finding disproportionate undercounts of minorities.

GAO (*continued*)

The minimum number of errors represented 5.7 percent of the head count of 248.7 million people in 1990 and was substantially more than the number of errors contained in the 1980 census.

The GAO's findings are based on an analysis of the 1990 decennial census count and the Census Bureau's Post Enumeration Survey (PES). They are contained in report no. GAO/ GGD-91-113, *1990 Census: Reported Net Undercount Obscured Magnitude of Error*, available free from the U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877, telephone (202) 275-6241.

Other census reports available from the GAO are: GAO/T-GGD-91-49, *1990 Census: Applying PES Results and Evaluations to the Adjustment Decision*, and GAO/T-GGD-90-18, *Decennial Census: Preliminary 1990 Lessons Learned Indicate Need to Rethink Census Approach*.

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Dorothy Waggoner, Editor

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. December 1991 Vol. 1, no. 4

From the editor . . . .

This issue of ***NUMBERS AND NEEDS*** continues publication of important information from the 1990 census on the diversity of the U.S. population and the potential need for language-related programs such as bilingual education. Our lead article is on the Hispanic subgroups and page 2 contains an article on American Indians, Eskimos, and Aleuts. Page 4 has information about the populations in Puerto Rico and the Virgin Islands, which are not counted with the fifty states.

As readers will be aware, there is great controversy about the 1990 census counts, especially the coverage of minorities. Thus, these numbers, although official as a result of the Secretary of Commerce's decision, are **minimums** and do not represent the total numbers of people who may need special help.

The first issues of ***NUMBERS AND NEEDS*** were sent free as a part of an effort to determine the interest in information from the Census Bureau and other Government agencies which might be useful to advocates for programs for minorities. Beginning with this issue, we will be soliciting your subscriptions as indicated in the enclosed letter. We hope you will respond and that you will let us know how we can serve you best.

Greetings and best wishes for the holiday season and the new year to all our readers.

Dorothy Waggoner

CENSUS TO ISSUE SOME 1990 LANGUAGE INFORMATION EARLY NEXT YEAR

The Bureau of the Census will begin releasing limited information from the 1990 sample early in 1992. This information will include estimated numbers of people, aged 5+, who speak languages other than English at home, estimated numbers or percentages of home speakers of non-English languages who were reported not to speak English "very well," and estimated numbers of those deemed by the Census Bureau to be "linguistically isolated."

The first language information will be available in Standard Tape File (STF) 3A. The state parts of this file will come out next spring, followed by the national summary in summer 1992. State and other data centers will use STF 3A to meet the requests for information from a wide variety of governmental units and policy makers.

The first published volumes with information from the 1990 census sample, CPH-5 series, *Summary Social, Economic, and Housing Characteristics*, also expected in 1992, will contain limited language information.

The language information in STF 3A will be provided separately for individuals aged 5-17, aged 18-64, and 65+, for individuals who speak Spanish, and for individuals as a group who speak Asian and Pacific Island languages. No information will be provided on speakers of American Indian/Alaska Native languages or on speakers of any other languages separately. For each of these groups the numbers deemed "linguistically isolated" will be provided.

(*continued on page 3*)

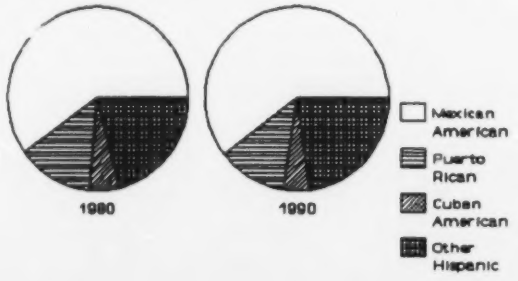
HISPANIC SUBGROUPS GROW AT DIFFERENT RATES

The recently released census tabulations for Hispanic subgroups reveal that the Mexican American population and the "other" Hispanic population are growing faster than the populations of Cuban Americans and Puerto Ricans.

The fastest growing subgroup consists of "other" Hispanics, reflecting, in great part, recent immigration from El Salvador, Guatemala, the Dominican Republic, and elsewhere. "Other" Hispanics consist of individuals who do not identify themselves as Mexican Americans, Cuban Americans, or Puerto Ricans.

Because Mexican Americans continue to constitute such a large proportion of Hispanics nationally, the composition of the Hispanic population as a whole changed little over the decade 1980-1990, as illustrated in the figure.

Figure—PERCENTAGE DISTRIBUTION OF HISPANIC GROUPS IN 1980 AND 1980



Mexican Americans accounted for about 61% of the difference in the numbers of Hispanics in 1990 over those in 1980. The increase in the numbers of "other" Hispanics contributed 26% to the total growth.

The numbers and growth rates are shown in table 1.

Table 1.—HISPANIC POPULATION IN 1980 AND 1990 AND PERCENTAGE CHANGE BY GROUP

Group	1980	1990	Percent change
Total	14,608,673	22,354,059	+53.0
Cuban American	803,226	1,043,932	+30.0
Mexican American	8,740,439	13,495,938	+54.4
Puerto Rican	2,013,945	2,727,754	+35.4
Other Hispanic	3,051,063	5,086,435	+66.7

Hispanic subgroups in 1990, as in 1980, are concentrated in certain areas of the country. In 1990, 83.2% of Mexican Americans lived in the five states of the Southwest: California, Texas, Arizona,

(*continued on page 4*)

AMERICAN INDIAN AND ALASKA NATIVE POPULATIONS CHANGE IN EIGHTIES

Like other minority populations in the United States, the American Indian, Eskimo, and Aleut populations are growing faster than the majority population. Recently released information from the 1990 census reveals that the numbers of Aleuts increased by two-thirds and those of American Indians and Eskimos by more than a third in the decade 1980-1990, as shown in table 1.

Table 1.—AMERICAN INDIAN, ESKIMO, AND ALEUT POPULATIONS IN 1980 AND 1990 AND PERCENTAGE CHANGE, BY GROUP

Group	1980	1990	Percent change
Total	1,420,400	1,959,234	+37.9
Aleut	14,205	23,797	+67.5
American Indian	1,364,033	1,878,285	+37.7
Eskimo	42,162	57,152	+35.6

Almost all American Indians, Eskimos, and Aleuts are native born. Since the population is not growing from immigration, commentators speculate that some of the growth since the 1970s is due to the increasing willingness of American Indians and Alaska Natives to identify themselves as such in decennial censuses.

Continuing a recent trend, American Indians, Eskimos, and Aleuts increasingly live outside Native American areas. In 1990, as shown in table 2, nearly two-thirds did so.

Table 2.—DISTRIBUTION OF AMERICAN INDIAN, ESKIMO, AND ALEUT POPULATIONS INSIDE AND OUTSIDE IDENTIFIED NATIVE AMERICAN AREAS: 1990

	Number	Percent
Total	1,959,234	100.0
In identified Native American areas	739,108	37.7
On reservations	411,435	21.0
On trust lands	25,996	1.3
In other tribal areas[1]	254,433	13.0
In Alaska Native Villages	47,244	2.4
Outside identified areas	1,220,126	62.3

NOTE: Percentages may not add to 100.0% due to rounding.
[1]Areas identified as Historic Areas of Oklahoma in 1980 and other areas containing American Indians over which federally-recognized tribes have jurisdiction.

The proportions of American Indians living on reservations have steadily declined from 28% in 1970 to 21% in 1990, as depicted in the figure.

In 1990, 143,405 Native Americans lived on the Navajo Reservation or on Navajo Trust Lands. Pine Ridge and its Trust Lands had a population of 11,182 Native Americans. No other reservation had as many as 10,000 residents. The largest Alaska Native Villages are Bethel, Kotzebue, Barrow, and Dillingham.

Eleven states were home to at least 50,000 American Indians in 1990. The largest number—252,089—lived in Oklahoma. More than 200,000 American Indians also lived in California and Arizona. Seventy-eight percent of Eskimos and 42% of Aleuts lived in Alaska. These data are shown in table 3.

Figure—AMERICAN INDIANS LIVING ON RESERVATIONS, 1970-1990

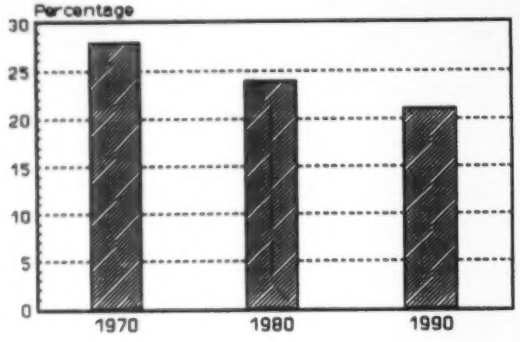


Table 3.—AMERICAN INDIAN, ESKIMO, AND ALEUT POPULATIONS IN SELECTED STATES: 1990

State	Total, all states	American Indians	Eskimos	Aleuts
Total	1,959,234	1,878,285	57,152	23,797
Alaska	85,698	31,245	44,401	10,052
Arizona	203,527	203,009	284	234
California	242,164	236,078	2,552	3,534
Michigan	55,638	55,131	253	254
New Mexico	134,355	134,097	162	96
New York	62,651	60,855	754	1,042
North Carolina	80,155	79,825	152	178
Oklahoma	252,420	252,089	202	129
South Dakota	50,575	50,501	62	12
Texas	65,877	64,349	721	807
Washington	81,483	77,627	1,791	2,065

Information on American Indians and Alaska Natives is contained in "Census Bureau Releases 1990 Census Counts of Specific Racial Groups" (CB91-215), June 12, 1991, and an attachment to "Note to Correspondents" (CB91-232), July 11, 1991, available from the Data Users Service, Bureau of the Census, (301) 763-4100.

MOSBACHER DECLINES TO RELEASE SUBPOENAED CENSUS FIGURES

Commerce Secretary Robert A. Mosbacher refused on December 10 to release the complete adjusted 1990 census figures subpoenaed on November 19 by the House Subcommittee on Census and Population. Instead, Michael R. Darby, Under Secretary for Economic Affairs, appearing for the Secretary, turned over about half the alternate counts.

The Subcommittee sought the adjusted counts to study the accuracy of the 1990 census and improve the year 2000 census.

The dispute is exacerbated by the release on November 18, under court order, of the complete adjusted figures to the plaintiffs in the case brought by various states, cities, and groups seeking to overturn the decision not to adjust the official census counts.

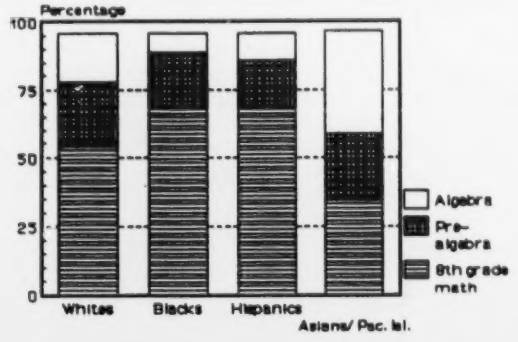
REPORT FINDS AFRICAN AMERICAN AND HISPANIC STUDENTS LESS LIKELY TO TAKE ADVANCED MATH COURSES

Among the President's goals for the year 2000 are that students in U.S. schools will acquire competency in mathematics and that U.S. students will become first in the world in science and mathematics achievement by the year 2000.

One reason why the achievement of these goals may be difficult is documented in the National Center for Education Statistics' recent report, *The State of Mathematics Achievement*: many students, especially African Americans and Hispanics, are simply not advancing to the essential math courses. Minorities disproportionately attend disadvantaged urban schools in which students are much less likely to take these courses than students in suburban schools.

As shown in figure 1, nearly two-thirds of Asian and Pacific Islander students, and 41% of white students in the eighth grade were enrolled in pre-algebra or algebra classes, whereas only 28% of African American, and about the same proportion of Hispanic eighth graders were taking these courses.

Figure 1.—MATH ENROLLMENT OF EIGHTH GRADERS



Among students still in school in the twelfth grade, 26% of Hispanics and 19% of blacks had taken no algebra courses or only a pre-algebra course in comparison with 16% of whites and 13% of Asian/Pacific students. Among the latter nearly a quarter, and among white students, 14%, had taken algebra III, calculus, or a pre-calculus course whereas only 8% of Hispanics and 6% of African American students had taken advanced algebra or calculus.

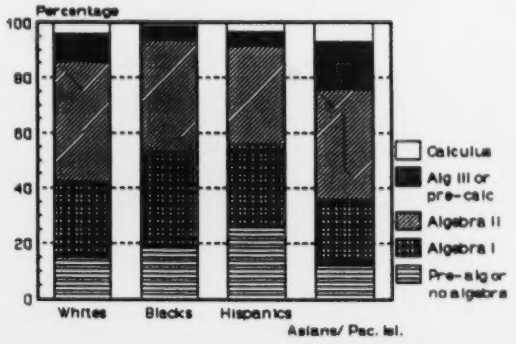
The proportions of high school seniors who had taken various math courses are depicted in figure 2.

Two-thirds of African American students, nearly half of Hispanics, and half to two-thirds of students living in disadvantaged urban communities attend schools in which the average mathematics scores on the assessment were in the lowest third of schools nationwide.

Differences in the quality of schooling available to minority and majority students are reflected in the differences in content and delivery of instruction in math among schools, cited by the report authors as one of the factors impeding minority youth in the pursuit of mathematics studies. Other possible factors cited are differing expectations and differences in the school and home climate for various groups.

The findings are from the 1990 National Assessment of Educational Progress (NAEP), conducted by the Educational Testing Service for NCES. NAEP surveyed and tested nationally representative samples of fourth, eighth, and twelfth graders and samples of students at these levels in the participating states and territories. In addition to the results of the assessment, the report contains information about programs and practices in mathematics education from the state surveys.

Figure 2.—MATH COURSES TAKEN BY SENIORS



The executive summary of the report is available while supplies last from the Education Information Branch, U.S. Department of Education, 555 New Jersey Avenue, N.W., Washington, D.C., 20208-5641, telephone: 1-800-424-1616 or (202) 219-1651.

1990 LANGUAGE INFORMATION (*continued*)

The CPH-5 series will contain estimated totals of people, aged 5-17 and 18+, who speak languages other than English at home and the percentages reported to speak English less than "very well," for regions, states, counties, and other geographic areas. No separate information by language group will be provided.

The language information in STF 3A and the CPH-5 series should be treated with caution. The counts of people who, themselves, speak non-English languages at home do not correspond to counts of language minorities, which include people who may now speak only English but have learned it as a second language, perhaps imperfectly. The counts of those who do not speak English "very well" are from the self-rating question, not from objective measurement of English proficiency, including proficiency in reading and writing.

Individuals who are "linguistically isolated" are defined as those who live in households in which all people over age 14 speak a language other than English and no one speaks English "very well." Among the "linguistically isolated" are children under age 14 reported to speak only English at home.

Additional language information will be published in the CP-2 series, *Social and Economic Characteristics*, scheduled for release in 1993. The Census Bureau will not publish a series comparable to the *Detailed Population Characteristics*, which was the basis for the national and state information on language minorities in 1980. Instead it will publish a separate subject report with 1990 language information for the nation as a whole. State information will be available on tape.

For a discussion of language minorities, LEP populations, and the decennial census, readers are referred to the May—June issue of ***NUMBERS AND NEEDS***.

HISPANIC SUBGROUPS (*continued*)

Colorado, and New Mexico. They constituted nearly 90% of the Hispanic populations in Texas and Arizona, nearly 80% of the population in California, 67% of the population in Colorado, and 57% of the population in New Mexico. In addition, seven in ten Hispanics in Illinois identified themselves as Mexican Americans. The distribution of the subgroups is shown in table 2.

Table 2.—PERCENTAGE DISTRIBUTION OF HISPANIC POPULATION IN SELECTED STATES: 1990

State	Number	Mexican American	Puerto Rican	Cuban American	Other Hisp
Total	22,354,059	60.4	12.2	4.7	22.8
Arizona	688,338	89.5	1.2	0.3	9.0
California	7,687,938	79.6	1.6	0.9	17.8
Colorado	424,302	66.6	1.7	0.5	31.2
Florida	1,574,143	10.3	15.7	42.8	31.2
Illinois	904,446	69.0	16.1	2.0	12.9
New Jersey	739,861	3.9	43.3	11.5	41.3
New Mexico	579,224	56.8	0.5	0.2	42.6
New York	2,214,026	4.2	49.1	3.4	43.4
Texas	4,339,905	89.7	1.0	0.4	8.9

NOTE: Detail may not add to 100.0% due to rounding.

More than half of Puerto Ricans living in the fifty states, lived in New York and New Jersey in 1990. Nearly two-thirds of Cuban Americans lived in Florida. More than a quarter of the "other" Hispanics lived in California; other large groups are found in New York, Florida, and Texas.

The all-over growth of the Hispanic population between 1980 and 1990—53% in comparison to 6% of all whites, including Hispanics—suggests that the numbers of Spanish language minority people, and of those who are limited in English proficiency, have also been growing.

The information on Hispanic subgroups, including the numbers and distribution for each state, is contained in "Census Bureau Releases 1990 Census Counts on Hispanic Population Groups" (CB91-216), issued on June 12 by the Bureau of the Census and available through the Data Users Service, (301) 763-4100.

CENSUS RELEASES PUERTO RICAN AND VIRGIN ISLAND COUNTS

The Bureau of the Census reports that 3.5 million people lived in Puerto Rico in 1990. There were six municipios with at least 100,000 people, as shown below:

Total population	3,522,037
San Juan	437,745
Bayamón	220,262
Ponce	187,749
Carolina	177,806
Caguas	133,447
Mayagüez	100,371

There were 101,809 people living in the Virgin Islands. Of these, 78,003, or just over three-quarters, were African American. Fourteen percent of Virgin Islanders, regardless of their race, identified themselves as Hispanics.

About half of Virgin Islanders live on the island of St. Croix. They numbered 50,139 in 1990. Charlotte Amalie on St. Thomas is the largest population center with 12,331 people in 1990. Christiansted with 2,555 people and Frederiksted with 1,064 are the largest population centers on St. Croix.

Information on Puerto Rico and its 78 municipios is contained in press release CB91-142, issued on April 23, 1991. Releases CB91-263, August 23, 1991, and CB91-311, October 1991 contain the information on the Virgin Islands. They may be obtained from the Census Data Users Service, (301) [illegible] 4100.

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. | January 1992 | Vol. 2, no. 1

From the editor . . . .

The lead article of this issue of ***NUMBERS AND NEEDS***, on the growth of the Pacific Islander populations in the United States, and the article on the population growth in four Pacific Island homelands complete our series of articles on the information about racial/ethnic groups from the 100% tallies of the 1990 census. By March, when the next ***NUMBERS AND NEEDS*** appears, we hope to be able to report some of the information from the 1990 census sample.

Meanwhile, thanks to Edith McArthur of the National Center for Education Statistics, we are sharing with you some of the information she has been studying from the November 1979 and November 1989 current population surveys which asked the census language questions. This information forecasts changes in the numbers and characteristics of language minority people since 1980 which we may expect to document from the 1990 census sample information later this year.

We have a correction to make. Last month we announced that the Commerce Department had given the House Subcommittee on Census and Population half of the alternate (adjusted) 1990 census figures which the Subcommittee had subpoenaed. Agreement to accept half the counts was not reached until January 9 and the actual counts had not been turned over as of press time.

Many thanks to our readers who have forwarded their subscriptions to ***NUMBERS AND NEEDS***. Those of you who have not done so as yet may use the form on page 3.

Dorothy Waggoner

We share a world. For all our differences of politics, race, economics, abilities, culture, and language—we share one world. To be tolerant is to welcome the differences and delight in the sharing.

Sara Bullard, editor, introducing the first issue of ***Teaching Tolerance***

Teaching Tolerance is a publication of the Southern Poverty Law Center, 400 Washington Avenue, Montgomery, Alabama 36104. It will be sent twice a year, free, to educators.

The first issue, Spring '92, contains articles featuring ideas and strategies from classrooms as diverse as those in Bensonhurst, New York; Miami; Ashland, Oregon; Oklahoma City; and the Navajo Reservation. The publication provides numerous suggestions for classroom activities and lists films and supplemental readings.

CENSUS REVEALS GROWTH OF PACIFIC ISLANDER POPULATIONS

Like other minority populations, the Pacific Islander population in the United States is growing far faster than the white population. Among the three major subgroups, the populations of Guamanians and Samoans increased by more than half and that of Hawaiians by 27% in the decade 1980-1990, as shown in table 1. In comparison, the white population grew by 6% in the 80s.

Table 1.—PACIFIC ISLANDER POPULATION IN 1980 AND 1990 AND PERCENTAGE CHANGE, BY GROUP

Group	1980	1990	% change
Total	257,925	365,024	+41.5
Fijian	2,834	7,036	+148.3
Guamanian	32,158	49,345	+53.4
Hawaiian	166,814	211,014	+26.5
No. Mariana Islander	698	960	+37.5
Palauan	692	1,439	+107.9
Samoan	41,948	62,964	+50.1
Tahitian	791	944	+19.3
Tongan	6,226	17,606	+182.8
All other	5,764	13,716	+138.0

NOTE: The 1980 numbers of Guamanians, Hawaiians, and Samoans are from the 100% tabulations; all other 1980 numbers are from the sample and are, thus, subject to sampling variability.

Immigration from their Pacific Island homes contributes to the growth of the U.S. population of Pacific Islanders, especially of subgroups, such as Tongans and Fijians. Natural growth accounts for the increase in the numbers of Hawaiians. Pacific Islanders may also be identifying themselves more than in the past.

Pacific Islanders in the United States are concentrated in Hawaii and on the Pacific Coast, as shown in table 2. In 1990,

Table 2.—PACIFIC ISLANDER POPULATION IN THREE STATES, BY GROUP: 1990

Group	All states	California	Hawaii	Washington
Total	365,024	110,599	162,269	15,040
Fijian	7,036	5,744	261	293
Guamanian	49,345	25,059	2,120	3,779
Hawaiian	211,014	34,447	138,742	5,423
No. Mariana Islander	960	321	63	130
Palauan	1,439	397	358	113
Samoan	62,964	31,917	15,034	4,130
Tahitian	944	267	358	24
Tongan	17,606	7,919	3,088	448
All other	13,716	4,528	2,245	700

(*continued on page 2*)

NUMBERS OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES INCREASING

The numbers of people, aged 5+, who speak languages other than English in their homes increased by more than 40% between November 1979 and November 1989, as shown in table 1.

Table 1.—HOME SPEAKERS OF LANGUAGES OTHER THAN ENGLISH, AGED 5+, IN 1979 AND 1989 AND PERCENTAGE CHANGE, BY LANGUAGE (Numbers in thousands)

Language	1979	1989	% change
Total	17,632	24,837	+40.9
American Indian/Alaska Native languages	185	240	+29.7
Arabic	177	357	+101.7
Armenian	74	113	+52.7
Asian Indian languages	98	284	+189.8
Cambodian	7	145	+1,971.4
Chinese languages	514	834	+62.3
Creole languages	20	186	+830.0
Farsi	91	156	+71.4
Filipino languages	419	638	+52.3
French	987	1,082	+9.5
German	1,261	849	-32.7
Greek	366	284	-22.2
Hungarian	106	124	+17.0
Italian	1,354	906	-33.1
Japanese	265	370	+39.6
Korean	191	503	+163.4
Lao	NA	181	NA
Polish	731	454	-37.9
Portuguese	245	395	+61.2
Russian	65	116	+78.5
Spanish	8,768	14,489	+65.2
Vietnamese	157	398	+153.5
Yiddish	234	161	-31.2
Other languages	1,316	1,572	+19.5

These data come from the Census Bureau's November 1979 and November 1989 current population surveys which included the language questions developed for use in the 1980 and 1990 decennial censuses.

Because of the differences in collecting the data and other differences between sample surveys and samples of the decennial census, the November 1979 number of home speakers of languages other than English was more than 5 million less than the number counted in the 1980 census.

It is expected that there were will be a similar disparity between the 1989 CPS number and the 1990 census number which is scheduled to be released next summer. However, the growth in the numbers of the various racial/ethnic groups during the 80s, already reported by the Census, supports the assumption that there will be at least as great an increase between the number of home speakers of non-English languages counted in 1980 and the number counted in 1990 as there was between the numbers counted in the November 1979 and 1989 CPSs.

The number of home speakers of non-English languages is useful for the determination of the numbers of people with non-English language backgrounds, among whom the limited-English-proficient population is found. However, it does not include individuals with non-English language backgrounds who now only speak English at home. Some of these individuals may be limited in English proficiency.

Because the numbers of non-English home language speakers have increased, it is reasonable to suppose that there will be corresponding increases in the total numbers of language minority people and in the numbers of children and adults in need of special services related to their language backgrounds and level of English language proficiency.

As shown in table 1, the changes in the numbers of home speakers of non-English languages between 1979 and 1989 vary by language group, reflecting the period of immigration and the age distribution of the various groups. Some groups declined in numbers of speakers. The percentage changes ranged from minus a third for home speakers of Italian to plus nearly 2,000% for speakers of Cambodian. (*continued on page 3*)

POPULATIONS OF PACIFIC ISLAND AREAS GROW DURING 1980s

The populations of four Pacific Island areas, counted separately from the fifty states and the District of Columbia, grew by 25% to 158% between 1980 and 1990, as shown in the table.

The fastest growing area is the Commonwealth of the Northern Mariana Islands, the population of which increased two and a half times in the 1980s. The area with the largest population is Guam.

The populations of all these areas are concentrated, especially those of the Northern Marianas and the Republic of Palau: nearly 90% of the population of the former lived in Saipan municipality in 1990; nearly 70% of Palauans lived in Koror State. Among Samoans, 31% lived in Tualauta County in the Western District and another 23% in Ma'oputasi County in the Eastern District. Nearly a quarter of Guamanians lived in Dededo District; 40% lived four other districts of the nineteen which comprise Guam: Tamuning, Yigo, Santa Rita, and Mangilao.

POPULATIONS OF PACIFIC ISLAND AREAS IN 1980 AND 1990 AND PERCENTAGE CHANGE, BY AREA

Area	1980	1990	% change
American Samoa	32,297	46,773	+44.8
Guam	105,979	133,152	+25.6
Northern Marianas	16,780	43,345	+158.3
Republic of Palau	12,116	15,122	+24.8

This information is available in news releases (CB91-242, American Samoa; CB 91-276, Guam; CB91-243, Northern Marianas; and CB91-244, Palau) obtainable from the Data User Services, U.S. Bureau of the Census, (301) 763-4100.

PACIFIC ISLANDERS (*continued*)

nearly 80% of this population lived in Hawaii, California, or Washington. Thirty-eight percent of the total population consisted of native Hawaiians in Hawaii. However, except for Hawaiians and Tahitians, the largest numbers of each group lived in California.

Complete information on the distribution of Pacific Islander subgroups in the United States is contained in "Census Bureau Releases 1990 Census Counts on Specific Racial Groups" (CB91-215), June 12, 1991, available from the Data User Services.

INDIAN NATIONS TASK FORCE CALLS FOR MAINTENANCE OF LANGUAGES AND CULTURES

The Indian Nations at Risk Task Force, reporting to the Secretary of Education on its goals for the year 2000 for American Indian and Alaska Native students, reaffirms the value of Native languages and cultures in the education and lives of Native peoples.

The task force's goal, that all schools serving American Indian and Alaska Native students will offer opportunities for these students to maintain and develop their tribal languages by the year 2000, is second only to its goal that all Native children will have early childhood education providing the needed "language, social, physical, spiritual, and cultural foundations" for school and later success.

> **. . . a well-educated American Indian and Alaska Native citizenry and a renewal of the language and cultural base of the American Native community will strengthen self-determination and economic well-being and will allow the Native community to contribute to building a stronger nation—an America that can compete with other nations and contribute to the world's economies and cultures.**
>
> William G. Demmert, Jr., and Terrel H. Bell, Cochairs, Indian Nations At Risk Task Force

Among the rights of American Indian and Alaska Native students enumerated by the task force is having "a linguistic and cultural environment in school that offers students opportunities to maintain and develop a firm knowledge base."

The task force makes a number of recommendations to achieve its language goal, among them that state governments develop curricula that are "culturally and linguistically appropriate," implement the provisions of the Native American Language Act of 1990 in the public schools, and provide model schools "designed to meet the unique language and culturally related needs of Native students."

The task force urges that the federal government seek to amend the Bilingual Education Act to permit the retention and continued development of Native languages in accordance with the Native American Language Act and that it provide additional funding for early childhood and parental training programs that are "linguistically, culturally, and developmentally appropriate for Native children."

Among the other year 2000 goals of the task force are doubling the numbers of Native educators and the development of college and university curricula to prepare teachers to work with a variety of cultures, including the Native cultures, served by the schools.

The task force also calls for all schools educating Native students to "provide opportunities for Native parents and tribal leaders to help plan and evaluate the governance, operation, and performance" of the school programs by the year 2000.

The 14-member task force was chaired by William G. Demmert, Jr., former Alaska Commissioner of Education and one-time head of Indian Education at the Department of Education, and Terrel H. Bell, former U.S. Secretary of Education.

The report, *Indian Nations At Risk: An Educational Strategy for Action*, was presented to the Secretary of Education in October 1991. It is available together with a complete set of papers commissioned by the task force in book form by writing to: Indian Nations at Risk Task Force, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

SPEAKERS OF NELs (*continued*)

Of the three largest language groups after Spanish in 1979, Italian, German, and French, only French gained in numbers of speakers.

The largest gains, like the differential gains in the numbers of the various racial/ethnic groups shown by the 1990 decennial census, are of Asian groups, many of whom are recent immigrants to the United States. The exceptions are in the number of people who reported speaking Creole languages, with an increase of 830%, and in the number of speakers of Arabic, with an increase of 102%.

Table 2 on page 4 shows the differences in age distribution. More than a third of Cambodian, Lao, and Vietnamese speakers are school-age; very few are older adults. Conversely, few speakers of Italian, Polish, German, or Hungarian are aged 5 to 17, and large proportions are 65 or older.

(*continued on page 4*)

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SPEAKERS OF NELs (*continued*)

Table 2.—PERCENTAGES OF HOME SPEAKERS OF LANGUAGES OTHER THAN ENGLISH, AGED 5+, BY SELECTED AGE GROUP AND LANGUAGE: 1989

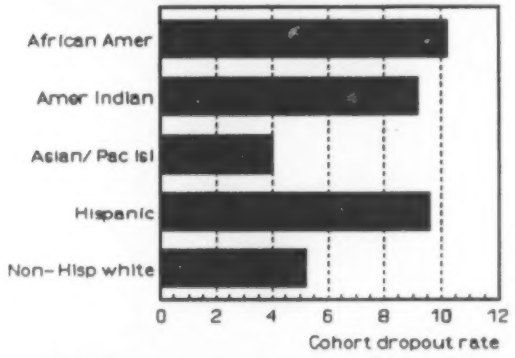
Language	5-17	25-44	65+
Total	21.1	35.9	11.4
American Indian/Alaska Native languages	19.8	24.3	23.3
Arabic	23.8	42.1	5.1
Armenian	22.1	31.4	11.2
Asian Indian languages	21.5	55.5	5.0
Cambodian	39.5	35.3	0.8
Chinese languages	16.4	42.5	10.9
Creole languages	19.9	40.3	1.1
Farsi	14.5	49.1	3.7
Filipino languages	16.6	42.2	9.6
French	21.1	33.6	17.8
German	7.2	29.7	26.5
Greek	15.4	22.8	10.0
Hungarian	9.9	17.1	47.9
Italian	4.4	20.3	41.5
Japanese	10.1	38.0	26.1
Korean	24.8	39.0	5.3
Lao	35.3	36.6	2.9
Polish	6.6	23.7	42.3
Portuguese	16.2	34.9	13.4
Russian	10.0	35.5	27.2
Spanish	24.7	37.1	6.2
Vietnamese	34.1	36.1	3.1
Yiddish	23.8	20.8	44.1
Other languages	20.2	42.6	23.7

NUMBERS AND NEEDS is indebted to Edith McArthur for this hitherto unpublished information. Some language information from the November 1979 CPS was published in *Ancestry and Language in the United States: November 1979* (series P-23, No. 116, U.S. Bureau of the Census, March 1982). Information from the November 1989 CPS is available only on computer tape from Data User Services, U.S. Bureau of the Census (301) 763-4100.

NCES RELEASES NEW DROPOUT DATA FROM STUDY OF EIGHTH GRADERS

One in ten African American and Hispanic 1988 eighth graders and one in nine American Indians were not enrolled in school in 1990. In contrast, one in five or fewer non-Hispanic whites and Asians and Pacific Islanders were out of school by 1990, as shown in the figure.

1988 8TH GRADERS NOT IN SCHOOL IN 1990



The National Center for Education Statistics reported on eighth grade dropouts for the first time in *Dropout Rates in the United States: 1990*, for sale by the Superintendent of Documents, GPO, Washington, D.C. 20402-9325 (SN 065-000-00464-0), $5.00.

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Dorothy Waggoner, Editor

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. March 1992 Vol. 2, no. 2

From the editor . . . .

The Census Bureau began issuing information from the 1990 census sample this month, as indicated in our lead article on the language information for Vermont. Similar information will soon be issued for other states, with national information following after all the state data have been released. The STF 3A tape from which this information comes will be available in state data centers and elsewhere. Since the language information in STF 3A does not include either counts of language minority populations or counts of limited-English-proficient populations as we understand them, advocates for language minorities will want to be especially alert to assure that it is not used inappropriately.

This issue of ***NUMBERS AND NEEDS*** brings readers information about recent studies from the American Council on Education (page 2) and the American Association of University Women (page 4).

We also review, in connection with a GAO report, the Census Bureau's effort to count the homeless in shelters and on the street as an illustration of issues which face that agency at the end of the 20th century. We attended the hearings on S-Night with great interest last spring but other information crowded a special report out of ***NUMBERS AND NEEDS*** at that time.

To our subscribers, again thank you for your support. To others of our readers who have not responded as yet, we are including a form on page 3 for your subscription.

Dorothy Waggoner

HIGH SCHOOL AND BEYOND DATA AVAILABLE ON CD-ROM

The National Center for Education Statistics announces that data from the High School and Beyond (HS&B) study of 1980 sophomores and seniors is now available on CD-ROM.

The data include information from the base year and the 1982, 1984, and 1986 follow ups of both cohorts of this nationally representative sample of public and private school students.

All questionnaire and testing information for the students and information on their schools, their postsecondary attendance, postsecondary institution characteristics, and student financial aid are contained on the disk.

The HS&B language information is especially rich, offering an unusual opportunity for researchers to examine language maintenance and shift, and the relationship between language characteristics and success in school among students who have made it at least into the tenth grade in U.S. schools.

Full technical information is available on the ISO compact disk to create SPSS-PC codes to run within MS-DOS on an IBM-compatible computer with 20 megabytes or more of free hard disk storage space. The disk (SN 065-000-00470-4) is available at $23 from the Superintendent of Documents, P. O. Box 371954, Pittsburgh, PA 15250-7954.

CENSUS ISSUES 1990 SAMPLE DATA FOR VERMONT

The Census Bureau began the release of information from the long-form questionnaire of the 1990 census (the sample), including language information, with the release of data for the state of Vermont on March 19.

These data show that, while the number of people who speak languages other than English at home in Vermont stayed roughly the same during the eighties, their proportion of the total population, aged 5 and older, decreased, as shown in the table.

Table.—SELECTED CHARACTERISTICS OF VERMONT POPULATION, 1980 AND 1990

	1980	1990	Percent change
Total	511,456	562,758	+ 10.0
Non-English home language speakers, aged 5+	31,000	30,000	- 3.1
Proportion of aged 5+	6.6	5.8	
Speak English less than "very well"	9,000	7,000	- 21.8
Foreign-born population	21,000	18,000	- 16.4

In 1980, nearly two-thirds of home speakers of non-English languages in Vermont were speakers of French and more than two-thirds of all people with language minority backgrounds had French language backgrounds. In 1990, the numbers of people in Vermont claiming French or French Canadian ancestry exceeded those claiming English ancestry.

The number of people reported to speak English less than "very well" in Vermont decreased between 1980 and 1990. The number of foreign-born people in the state also decreased.

The data released by the Census Bureau for Vermont are from Summary Tape File 3A which will be issued in the same standard format for each state. The long form of the census was sent to about one in six or 17.7 million households in the United States in 1990. The data are subject to sampling errors and other qualifications.

For the purposes of determining the need for bilingual education and other language-related services, these data have several limitations of which users should be aware.

1. They do not permit counts of the numbers of children and adults with language minority backgrounds. These must be derived by analysis of the data by family and/or household. In 1980, there were an estimated 58,000 language minority people living in Vermont, of whom about 13,000 were school-age children and 3,000 were children under age 5, one or both of whose parents spoke a language other than English at home.

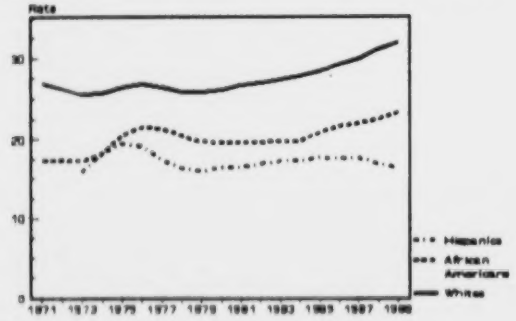
(continued on page 4)

AFRICAN AMERICANS MAKE MODEST GAINS IN HIGHER EDUCATION

African Americans, aged 18 to 24, were somewhat more likely to be enrolled in institutions of higher education at the end of the 80s than at the beginning, according to a new report issued by the American Council on Education. However, because white youth also made gains, blacks continued to lag substantially behind their white counterparts in 1990.

Three-year moving averages of the proportions of each group enrolled in college since 1971 show that both African Americans and Hispanics spurted ahead in the early 70s. However, by 1989 there was still a sizeable gap between black and white college participation rates and Hispanic rates seemed to level off at about where they were when data for Hispanics first became available in 1972, as shown in the figure.

Figure.—COLLEGE PARTICIPATION RATES, 1971 TO 1989



Among whites, over the twenty-year period, women moved from being 1.6 times less likely to be enrolled in college than men to virtual parity. Black women kept substantially equal with black men over the same period. These data, from the Census Bureau's current population surveys, are shown in table 1.

Comparable college participation rates are not available for Asians and Pacific Islanders and American Indians and Alaska Natives. However, ACE reports that the enrollment of Asian and Pacific Islander students in higher education increased by 11.7% and that of Native American students by 10.8% between 1980 and 1990. The increases in numbers of these groups in four-year institutions were even higher—15.5% for Asian/Pacific students and 14.3% for American Indians and Alaska Natives.

Minority enrollment in institutions of higher education grew 2.6 times faster than white majority enrollment between 1980 and 1990. Nevertheless, black and Hispanic youth are still substantially underrepresented among college youth in comparison with their proportions in the total population in 1990.

In 1990, 12% of the total population consisted of African Americans and 9% consisted of Hispanics, whereas only 9% of college students were black and fewer than 6% were Hispanic. The proportions of students by racial/ethnic group for the years 1980 to 1990, from data provided by the National Center for Education Statistics, are shown in table 2.

Minorities are also underrepresented in full-time academic positions in institutions of higher education. In 1989, only 4.5% of full-time faculty members were African Americans and 2.0% were Hispanics. In contrast, minorities are overrepresented in non-faculty and nonmanagement positions.

Table 1.—COLLEGE PARTICIPATION RATES OF YOUTH, AGED 18-24, BY RACE, HISPANIC ETHNICITY, AND SEX, 1970-1990

	Total		Whites		African Americans		Hispanics	
Year	M	F	M	F	M	F	M	F
1970	32.1	20.3	34.2	20.9	15.7	15.3		
1971	32.4	20.8	34.0	21.2	19.9	16.7		
1972	30.2	21.1	31.3	21.9	20.9	15.7	15.1	12.1
1973	27.7	20.5	28.8	21.4	18.5	13.7	16.8	15.5
1974	27.7	21.8	28.3	22.4	20.1	16.2	19.6	16.4
1975	29.0	23.7	30.1	23.9	20.3	21.2	21.4	19.5
1976	28.2	25.2	28.8	25.6	22.0	23.0	21.4	18.8
1977	28.1	24.3	28.7	24.4	20.2	22.2	18.4	16.3
1978	27.1	23.7	27.6	23.9	19.6	20.6	16.1	14.4
1979	25.8	24.2	26.5	24.8	19.3	20.3	18.3	15.3
1980	26.3	24.8	27.3	25.2	17.3	20.8	15.8	16.2
1981	27.1	25.2	27.7	25.8	18.8	20.7	16.6	16.7
1982	27.2	26.0	27.9	26.6	18.5	20.9	14.9	18.6
1983	27.3	25.1	28.3	25.8	18.3	20.0	15.7	18.7
1984	28.3	25.6	29.6	26.4	20.3	20.4	16.1	19.5
1985	28.4	27.2	29.3	28.2	20.1	19.5	14.8	18.8
1986	28.7	27.8	29.3	28.0	20.7	23.5	17.4	19.2
1987	30.6	28.7	31.2	29.2	22.6	23.0	18.5	16.6
1988	30.2	30.4	31.4	31.2	18.0	28.8	16.6	17.7
1989	30.2	31.6	31.5	32.2	19.6	26.8	14.7	17.7
1990	32.3	31.8	32.7	32.3	26.1	24.8	15.3	16.4

NOTES: Data on Hispanics are only available beginning in 1972. Hispanics may be of any race.

Table 2.—PROPORTIONS OF STUDENTS ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION, BY RACIAL/ETHNIC GROUP, 1980-1990

Year	Total	White maj.	Afr. Amer.	His-panic	Asian/ Pac.	Amer. Ind/ Alas. Native	Non-resi-dent alien
1980	100.0	81.4	9.2	3.9	2.4	0.7	2.5
1982	100.0	80.7	8.9	4.2	2.8	0.7	2.7
1984	100.0	80.2	8.8	4.4	3.2	0.7	2.7
1986	100.0	79.3	8.7	4.9	3.6	0.7	2.8
1988	100.0	78.8	8.7	5.2	3.8	0.7	2.8
1990	100.0	77.9	8.9	5.5	4.0	0.8	2.9

Other topics covered in this report include high school completion rates, projections of the numbers of public high school graduates to 1995, and the numbers of degrees conferred by various types of higher education institutions.

The *Tenth Annual Status Report on Minorities in Higher Education*, by Deborah J. Carter and Reginald Wilson, is available for $10.50 from the American Council on Education, Publications, Department M, One Dupont Circle, Washington, D.C. 20036.

1990 HOMELESS COUNT ILLUSTRATES ISSUES IN CENSUS MISSION AND METHODS

On March 20–21, 1990 (S-Night), the Bureau of the Census, responding to national concern about the homeless, undertook a survey of homeless shelters and selected street and other locations to count the homeless and include them in the 1990 decennial count of the U.S. population.

The effort identified 228,621 people, 178,828 of whom were counted in shelters and 49,793 of whom were counted on the streets. This number was added to the population counted in the regular decennial survey of households on April 1.

Most of these people would probably otherwise not have been included in the decennial census counts. Increasing the accuracy of the enumeration of the U.S. population, the Bureau insists, was the only purpose of the effort.

"As we have been careful to point out since the inception of planning for S-Night, these figures do not represent a count of the total population of homeless persons at the national, state, or local levels, nor were they ever intended to," said Barbara Bryant, Director, Bureau of the Census, testifying before Senate and House of Representatives subcommittees on the results of the effort to count the homeless.

After a thorough review of S-Night operations, the General Accounting Office determined that the results have limited value.

> **S-Night results cannot be used to construct a count of the nation's homeless population at any level of geography because S-Night was not designed to capture all of the nation's homeless population. In addition, the chosen methods of enumerating selected shelter and street locations at night resulted in an unknown number of the hidden homeless being missed and a lack of assurance that those counted were homeless and would not also be counted during other census operations.**
>
> **GAO, *1990 Census, Limitations in Methods and Procedures to Include the Homeless***

The GAO found that the shelter count was flawed due to definitional problems. An unknown number of people in shelters which did not meet the Bureau's definition were not counted or were counted in the regular census operation and, thus, not included in the count of homeless in shelters on S-Night.

The GAO was especially critical of the effort to count street people because no attempt was made to count the hidden homeless, estimated by some to constitute as much as two-thirds of this population, and because no effort was made to screen out individuals who would be reached in the regular census operation.

The GAO also found operational problems related to the identification of street locations by local governments and the extent to which enumerators actually visited the preidentified sites. While all but 19 of the nation's largest cities provided the Bureau with lists of street locations where homeless people are to be found, only 35% of local government units responded overall, and the adequacy of the lists varied greatly. Bureau-contracted independent observers reported that enumerators were not seen in about half the sites in three of the largest cities.

The S-Night effort is illustrative of several issues which face the Bureau of the Census at the end of the 20th century.

1. The decennial census is increasingly looked upon as a device to respond to concerns beyond its original constitutional mission to serve as the basis for Congressional representation. The need to know more about the extent and distribution of housing distress in the nation is an example. The need to know more about populations with limited English proficiency is another. The decennial census may not be the best vehicle to meet these needs but it may be the only way to obtain national data and data from a sufficiently large sample to be representative of individual states and localities.

2. The traditional method of enumerating the U.S. population by using lists of households limits the accuracy of counts of hard-to-find or highly mobile populations. These populations tend to be those for whom information is most needed. Thus, the Bureau must, increasingly, consider alternate methods and statistical procedures for obtaining data.

3. There is a tendency for numbers, once produced and published, to obtain a life of their own. "The real danger," said one commentator on S-Night, "is that the false apparent precision of the published numbers will be remembered long after the lengthy disclaimers of their inadequacy have been forgotten."

The GAO's report on S-Night, *1990 Census, Limitations in Methods and Procedures to Include the Homeless* (GAO/GGD-92-1, December 1991), is available free from the U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877, telephone (202) 275-6241.

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REPORT ON GENDER EQUITY IN THE SCHOOLS CITES LACK OF DATA

The recent widely publicized report from the American Association of University Women, *How Schools Shortchange Girls*, found differences between girls and boys according to their racial/ethnic affiliation and socioeconomic status (SES).

While drawing useful information from special analyses of the data bases of the National Center for Education Statistics, the National Education Longitudinal Study: 1988 and the High School and Beyond study, the report noted the scarcity of data permitting the examination of gender differences, especially differences by race or ethnicity and socioeconomic status, and analyses which reveal these differences.

Failure to consider gender differences in the formulation of policy "perpetuates the invisibility of girls" in the current education debate, according to the authors.

> **Despite an abundance of data-collection activities in the United States, there are not enough comparable and useful data on gender differences to adequately monitor the quality and equality of education for boys and girls in the states and the nation.**
>
> ***How Schools Shortchange Girls***

In their analyses, the authors found that, as expected, girls outperform boys in similar socioeconomic circumstances. High-SES black girls are the exception; their grades are similar to those of high-SES black boys.

Asian girls outperform all other groups, regardless of socioeconomic status, but low-SES Asians do not fare significantly better than other low-SES groups.

One-third of all low-SES boys in eighth grade have repeated a grade. Although, as the report states, attention has focused on the problems of black boys, 29% of low-SES black girls in eighth grade have also repeated a grade.

The AAUW report, and a companion report with supporting data and tables, *Shortchanging Girls, Shortchanging America*, are for sale by the AAUW Sales Office, P.O. Box 251, Annapolis Junction, MD 20701-0251, telephone (800) 225-9998, ex. 91.

VERMONT SAMPLE (*continued*)

2. The counts of people reported to speak English less than "very well" do not include people with non-English language backgrounds who presently speak English at home but may not speak it well. Such people were not asked about their English-speaking ability.

3. Counts of people based upon their self-reported English-speaking ability are not counts of people with limited-English proficiency, including proficiency in reading, writing, and understanding, based upon objective measurement.

In 1980, there were 6 to 9 thousand school-age children with limited English proficiency in Vermont, depending upon the standard of English proficiency used.

4. The information from STF 3A for Vermont follows a format which will be used in press releases for each state, regardless of its special characteristics. This means that the release on Vermont does not contain separate information on the numbers or English-speaking ability of people who speak French at home, although they are the largest group in the state.

STF 3A and other tapes in the series also follow standard formats; thus, data may not reflect the characteristics of a particular state.

The information from STF 3A published for Vermont is found in "Vermont First to Receive Economic, Social, and Housing 'Portrait' Drawn from 1990 Census Long Form" (CB92-81), which also contains information on Vermont counties and cities. It may be obtained from the Census Bureau's Public Information Office, by calling (301) 763-4040, or online on CENDATA. Call (301) 763-2074 for information about the Bureau's online program.

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. May 1992 Vol. 2, no. 3

From the editor . . . .

Since the last issue of ***NUMBERS AND NEEDS*** the 1990 census sample data has been flooding out. Especially welcome was the release of the information for California expedited in the aftermath of the Los Angeles disturbances. In view of the importance of this information, we are devoting our entire issue to the census findings on diversity and multilingualism in our largest cities and in California, New York, and Texas. Future issues will report on other states.

As our readers will know, for the purposes of determining the extent of need, these data must be used with care (see **Caveats** on page 2). For comparison with the 1980 estimates of the numbers of non-English home speakers, we are providing estimates of the numbers of language minority people in 1980 in the three states and D.C. We are also providing estimates of the numbers of school-age limited-English-proficient children and youth in 1980, although nothing comparable will be available until we can do our own programming of the 1990 census public use microdata files.

We have made reference in the articles to sample data now available. Our sources are the Census Bureau press releases on the individual states, which include data only for the five largest cities and counties in each case and provide no detail on non-English home speakers as a group. At this writing data for twenty-four states and DC have been released. After data for all states are available, the Bureau will issue the summary information for the United States as a whole.

Although we are no longer including a form for subscriptions, we hope you will continue to recommend ***NUMBERS AND NEEDS*** to your colleagues and that you will continue to quote the newsletter with appropriate acknowledgment.

Dorothy Waggoner

DETAILED CALIFORNIA DATA RELEASED

At the request of the Secretary of Commerce, the Census Bureau released Summary Tape File (STF) 3A with the sample information for California down to the census tract and census block cluster level on May 11. This information will aid state, local, community, and Federal officials planning in the aftermath of the disturbances in Los Angeles County which followed the Rodney King verdict. (*continued on page 3*)

I mean, please, we can get along here. We can all get along. We've just got to. I mean, we're all stuck here for a while. Let's try to work it out.

Rodney G. King
Los Angeles, May 1

CENSUS BUREAU DOCUMENTS THE DIVERSITY OF U.S. CITIES

Recently released information from the sample of the 1990 census provides more evidence of the increasingly multiethnic and multilingual character of the largest U.S. cities. This is especially true of Los Angeles where the solutions to urban problems, now being sought so urgently, must address the demographic reality.

Between 1980 and 1990, the numbers of Asians and Pacific Islanders in the Los Angeles-Anaheim-Riverside metropolitan area increased by 138.3%. The Hispanic population increased by 73.4%. In other large metropolitan areas, the changes were even more dramatic, as shown in the figure at the bottom of the page.

As a result of changes in the population between 1980 and 1990, at least half of the people, aged 5+, in the city of Los Angeles speak a language other than English at home and three out of five of them report that they do not speak English very well. These data are shown in table 1 on page 3.

Seven out of ten, or 1.1 million of the 1.6 million home speakers of non-English languages in Los Angeles, speak Spanish; three-quarters of those reporting difficulty in speaking English are Spanish-speaking.

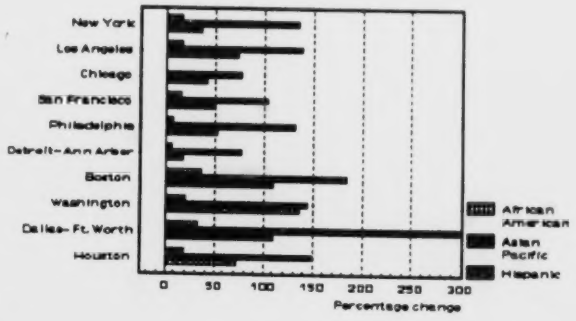
Speakers of Asian/Pacific languages constitute 15.4% of home speakers of non-English languages and about the same proportion of those with English-speaking difficulty in Los Angeles.

Two-thirds of the population, aged 5+, in El Paso speak languages other than English at home. Home speakers of non-English languages constitute at least a third in San Antonio, San Francisco, New York City, San Jose, and Long Beach, among cities for which sample data are available.

At least half of home speakers of non-English languages in San Francisco, Long Beach, Boston, Dallas, Houston, and San Jose reported not speaking English very well in the 1990 census.

There were 1.3 million foreign-born people in Los Angeles in 1990 and 56.4% of them had arrived since 1980. New York's foreign-born population numbered (*continued on page 3*)

Figure.–CHANGES IN MINORITY POPULATION NUMBERS IN TEN LARGEST METRO AREAS, 1980 TO 1990



MULTILINGUALISM INCREASES IN THE UNITED STATES

The recently released 1990 census sample data for California, New York, and Texas illustrate the increasingly diverse and multilingual nature of the U.S. population. They highlight the need for additional language-related programs and other programs to help those with difficulty in English and recent immigrants.

In California the number of people who speak languages other than English at home grew by 73.6% and the number of foreign-born people by 80.4%. In Texas, these rates were 39.7% and 78.0%, respectively, and in New York, 18.5% and 19.4%, well above, in all cases, the changes in the total population counts.

More than half of the 8.6 million home speakers of non-English languages in California in 1990 reported difficulty speaking English, as shown in table 1. Non-English home language speakers constituted three in ten of the population, aged 5+, in 1990; in 1980, they were fewer than a quarter.

Table 1.—SELECTED CHARACTERISTICS OF THE POPULATION OF CALIFORNIA, 1980 AND 1990

	1980	1990	% change
Total	23,667,902	29,760,021	+25.7
Home speakers of NELs, 5+	4,965,022	8,619,334	+73.6
Proportion of aged 5 .	22.6%	31.5%	
E difficulty	2,493,681	4,422,783	+77.4
Speak Spanish	3,132,690	5,478,712	+74.9
E difficulty	1,679,498	2,960,128	+76.3
Speak A/PI language	NA	1,905,985	
E difficulty	NA	1,061,519	
Foreign-born population	3,580,033	6,458,825	+80.4
Hispanics	4,544,331	7,687,938	+69.2
Asians and Pacific Islanders	1,253,818	2,845,659	+127.0

Hispanics continue to be the major ethnic group in California and Spanish speakers are a large majority of home speakers of non-English languages there. Nevertheless, the largest growth in the 80s in California, as well as in New York and Texas, took place among Asians and Pacific Islanders. There are now 1.9 million speakers of Asian and Pacific Island languages in California, 55.7% of whom reported in the 1990 census that they did not speak English very well.

In 1980, there were 6.9 million language minority people in California, 624,000 of them under age 6. There were 738,000 to 1,099,000 school-age children and youth with limited English proficiency, depending on the standard of English proficiency used.

New York was home to 3.9 million home speakers of languages other than English in 1990; 45.2% of them reported difficulty speaking English, as shown in table 2 on page 4. Home speakers of non-English languages constituted nearly a quarter of the people in New York, aged 5+. Just under half of this group and a little over half of the people who did not speak English very well were speakers of Spanish. There were nearly half a million speakers of Asian and Pacific Island languages in New York in 1990, 60.5% of whom reported difficulty in speaking English.

In New York in 1980, there were 4.5 million language minority people. Limited-English-proficient school-age children and youth numbered from 417,000 to 620,000.

The numbers of non-English home language speakers in Texas increased from 2.8 to 4 million in the 80s, as shown in table 3 on page 4. At the same time, the proportion reporting difficulty speaking English decreased from about half to 44.5%.

Home speakers of non-English languages in Texas are overwhelmingly Spanish-speaking. However, reflecting the growth of the Asian/Pacific Islander group, there were 207,000 speakers of Asian and Pacific Island languages in 1990, more than half of whom reported that they did not speak English very well.

There were 3.8 million language minority people and from 473,000 to 705,000 school-age limited-English-proficient children and youth in Texas in 1980.

The multilingual and foreign-born populations in New York are more concentrated than those in California and Texas. In 1990, 71.5% of home speakers of *(continued on page 4)*

CAVEATS

All estimates from samples are subject to sampling variability. There are additional reasons why the STF 3A and press release estimates should be considered minimums for the purposes of determining the size of populations in need of special language-related services. They do not include many language minority children and adults who test limited English proficient, regardless of their present language environment or usage. They do not take the place of counts based upon more comprehensive definitions and objective testing.

The following are factors:

1. People who speak languages other than English at home are a subset of the total language minority population which includes people who presently only speak English but learned English as a second language.

2. The question on English-speaking ability was only asked for those reported to speak non-English languages at home. Other language minority people also have difficulty with English.

3. Speaking ability is only one of the skills needed to succeed in English-medium schools or in the broader society.

4. The English-speaking ability of members of a household was rated by the person filling out the census form who may also have learned English as a second language.

5. The term "linguistically isolated" means an individual, aged 5+, who speaks a language other than English at home, whose English-speaking ability was rated less than "very well," and who lives in a household in which everyone, aged 14+, speaks a non-English language at home and does not speak English very well. These qualifications further reduce the estimates of the numbers of people perceived as needing help.

A "linguistically isolated" household is one in which everyone over age 14 speaks a non-English language and does not speak English very well.

6. The 1990 census undercounted minorities. See the May-June 1991 issue of *NUMBERS AND NEEDS*.

DIVERSITY OF CITIES (*continued*)

Table 1.–HOME SPEAKERS OF NON-ENGLISH LANGUAGES, AGED 5+, AND FOREIGN-BORN POPULATIONS, IN SELECTED CITIES, 1990
(numbers in 1,000s)

	Home speakers of NELs, 5+			Foreign born	
	Total	% of 5+ pop.	E difficulty	#	% 1980-90 immig.
New York, NY	2,794	41.0	1,362	2,083	45.8
Los Angeles, CA	1,600	49.9	947	1,337	56.4
Houston, TX	459	30.7	230	290	58.2
San Antonio, TX	406	47.3	166	88	35.1
El Paso, TX	314	66.7	142	120	35.3
San Diego, CA	301	29.2	141	232	49.6
San Francisco, CA	292	42.4	162	246	48.1
San Jose, CA	276	38.5	136	207	55.2
Dallas, TX	205	22.2	103	126	58.2
Philadelphia, PA	201	13.7	88	105	42.6
Boston, MA	138	25.6	70	115	55.3
Long Beach, CA	129	32.8	70	104	61.1
Austin, TX	96	22.4	36	40	60.3
Seattle, WA	75	15.4	35	68	47.3
Denver, CO	73	16.9	29	35	47.2
Washington, DC	71	12.5	29	39	57.6
Baltimore, MD	44	6.5	16	23	38.0
Portland, OR	41	10.0	19	34	50.2
Buffalo, NY	37	12.4	14	15	28.1
New Orleans, LA	36	7.8	15	21	39.9
Pittsburgh, PA	29	8.5	10	17	37.5
Virginia Beach, VA	28	7.9	8	21	36.5
Charlotte, NC	23	6.3	9	15	51.7
Atlanta, GA	21	5.8	8	13	59.9
Memphis, TN	21	3.8	8	8	47.5

NOTE: The selected cities are the twenty-five largest for which sample information was available at press time.

more than 2 million, 45.8% of them, recent immigrants. In eleven other large cities for which data are available at least half of foreign-born individuals arrived in the 80s.

In Washington, D.C., the only city for which 1980 and 1990 comparative sample data are available, the population of home speakers of non-English languages increased by nearly half during the 80s; the numbers of those who reported not speaking English very well increased by nearly three-quarters. Among Spanish speakers, the increase was 86.2%; among those with English-speaking difficulty, the increase was 126.9%. These data are shown in table 2.

Washington's Hispanic population grew by 85.0% and its Asian/Pacific population by 69.0% between 1980 and 1990. Its foreign-born population increased by 45.2%, at the same time that the total population decreased by 4.9%.

In 1980, there were 70 thousand language minority people in the District of Columbia and 5 to 8 thousand limited-English-proficient school-age children and youth, depending upon standard of English proficiency used.

The information on the increases in the numbers of racial and ethnic minorities in the metropolitan areas is from the Census Bureau's press release CB91-229, July 5, 1991, with numbers from the 100% count. The information on home speakers of non-English languages and the foreign born in the twenty-five large cities is from releases with sample data for individual states and the District of Columbia, which began to be available with the issue of the Vermont data in mid-March 1992 (see March issue of ***NUMBERS AND NEEDS***). The releases are sold for $15 per state by the Bureau of the Census Customer Services, (301) 763-4100.

CALIFORNIA DATA (*continued*)

STF 3A includes the 1990 information on home speakers of languages other than English shown in this issue of ***NUMBERS AND NEEDS***. It also contains estimates of the total numbers and the numbers of Spanish speakers and speakers of Asian or Pacific Island languages deemed by the Census Bureau to be "linguistically isolated" (see **Caveats** on page 2).

The file includes information on the age distribution of home speakers of non-English languages and those who were reported to speak English less than very well, as groups, but no other information on these groups, such as nativity, language spoken, or education. It provides estimates of the numbers of "linguistically isolated" households.

Other information on STF 3A on the total population in an area includes education, nativity, citizenship, year of entry into the United States, ancestry, migration, disability, labor force status and employment, income, poverty status, and housing data.

STF 3A provides only limited information on the racial/ethnic groups. Data from the 100% census counts on the racial groups and people of Hispanic origin were released in STFs 1 and 2.

Further information about 1990 census data for California is available from Linda Gage, at the State Census Data Center, Department of Finance of the State of California, telephone (916) 322-4651, or the Census Regional Office in Los Angeles, telephone (818) 904-6339. For purchase of the tape files, call Customer Services, Bureau of the Census, (301) 763-4100.

Table 2.–SELECTED CHARACTERISTICS OF THE DISTRICT OF COLUMBIA POPULATION, 1980 AND 1990

	1980	1990	% change
Total	638,333	606,900	-4.9
Home speakers of NELs, 5+	*47,600*	*71,348*	*+49.9*
Proportion of aged 5+	*7.9%*	*12.5%*	
E difficulty	*16,754*	*29,128*	*+73.9*
Speak Spanish	*18,808*	*35,021*	*+86.2*
E difficulty	*8,254*	*18,725*	*+126.9*
Speak A/PI language	NA	*6,978*	
E difficulty	NA	*3,229*	
Foreign-born population	*40,559*	*58,887*	*+45.2*
Hispanics	17,679	32,710	+85.0
Asians and Pacific Islanders	6,636	11,214	+69.0

NOTE: See notes on the tables on page 4.

STATE MULTILINGUALISM (*continued*)

Table 2.—SELECTED CHARACTERISTICS OF THE POPULATION OF NEW YORK, 1980 AND 1990

	1980	1990	% change
Total	17,558,072	17,990,455	+2.5
Home speakers of NELs, 5+	*3,297,294*	*3,908,720*	*+18.5*
Proportion of aged 5+	*20.1%*	*23.3%*	
E difficulty	*1,540,714*	*1,765,526*	*+14.6*
Speak Spanish	*1,398,977*	*1,848,825*	*+32.2*
E difficulty	*750,082*	*900,906*	*+20.1*
Speak A/PI language	NA	*459,873*	
E difficulty	NA	*278,017*	
Foreign-born population	*2,388,938*	*2,851,861*	*+19.4*
Hispanics	1,659,300	2,214,026	+33.4
Asians and Pacific Islanders	310,526	693,760	+123.4

Table 3.—SELECTED CHARACTERISTICS OF THE POPULATION OF TEXAS, 1980 AND 1990

	1980	1990	% change
Total	14,229,191	16,986,510	+19.4
Home speakers of NELs, 5+	*2,842,766*	*3,970,304*	*+39.7*
Proportion of aged 5+	*21.8%*	*25.4%*	
E difficulty	*1,443,233*	*1,765,723*	*+22.3*
Speak Spanish	*2,484,188*	*3,443,106*	*+38.6*
E difficulty	*1,314,341*	*1,575,652*	*+19.9*
Speak A/PI language	NA	*207,033*	
E difficulty	NA	*107,471*	
Foreign-born population	*856,213*	*1,524,436*	*+78.0*
Hispanics	2,985,824	4,339,905	+45.4
Asians and Pacific Islanders	120,313	319,459	+165.5

non-English languages, 77.1% of those with difficulty speaking English, and 73.0% of the foreign born lived in New York City.

The largest multilingual and foreign-born groups in California live in Los Angeles but they constitute no more than about one in five of the state totals. In 1990, the populations in the five most populous cities in California for which data are available, including Los Angeles (see table 1 in related story on diversity in the cities), constituted less than a third of non-English home language speakers, those who reported difficulty speaking English, and foreign-born people in the state. Many of the remainder are probably also urban dwellers.

In Texas, no one city is home to a substantially larger group of home speakers of non-English languages or foreign-born individuals. In 1990, about 37.3% of the non-English home language speakers, 38.3% of those with difficulty in English, and 43.5% of immigrants lived in the five largest Texas cities for which data are presently available (see table 1 in related story).

The 1990 sample data for California, New York, and Texas are contained in CB92-40 (California), CB92-68 (New York), and CB92-79 (Texas). Information about these press releases can be obtained by calling Customer Services, Bureau of the Census, (301) 763-4100.

NOTES ON THE TABLES: Estimates from the samples are shown in italics; other numbers are from the 100% counts. The 1980 counts of Asians and Pacific Islanders do not include the write-in responses, such as Cambodian, Laotian, Thai, or Fiji Islander. Persons with difficulty in English are those reported to speak English less than "very well."

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. July 1992 Vol. 2, no. 4

From the editor . . . .

In this issue of ***NUMBERS AND NEEDS***, we feature the national information on multilingualism and the foreign-born population from the 1990 census sample and the information on the three states with at least a million home speakers of languages other than English that were not discussed in the May issue. We also include two graphs illustrating the multilingualism of our largest cities.

Table 2 of the lead article provides estimates of the numbers of home speakers of non-English languages and foreign-born populations in each state. The geographic distribution and other aspects of multilingualism in the United States will become clearer as we obtain more detailed information and as we acquire the means to analyze the 1990 data tapes independently.

In addition to the lead article, we are adding two pages to the newsletter to include an analysis of how ethnic minorities participate in three of the major trends confirmed in the 1990 census—the aging of the population, child poverty, and increasing suburbanization.

Readers should keep in mind the caveats discussed in the May issue as they consider the language data from the 1990 census sample. **Home speakers of non-English language who report difficulty in English are only a part of the total population with limited English proficiency.**

For purposes of comparison with the estimates of the populations of non-English home language speakers in 1980, we include estimates of the total language minority populations in 1980. In addition, we include estimates of the size of the 1980 school-age limited-English-proficient populations in Florida, Illinois, and New Jersey.

News from Washington does not take a summer vacation. While enjoying her weekly volunteer stint at the National Zoo, your editor will, nevertheless, keep informed and try to have it all summed up for you in the September issue.

Dorothy Waggoner

DON'T YOU BELIEVE IT!

The Census Bureau has announced the publication of the first 1990 census printed reports with data from the census sample in the series, *Summary Social, Economic, and Housing Characteristics* (CPH-5). However, listed as content in a table on selected social characteristics of the population is "English language proficiency."

As readers of ***NUMBERS AND NEEDS*** will know, census respondents who reported speaking a non-English language at home were asked about their English-speaking ability. They were not asked about their ability in the other skills and they were not tested. Thus, the census yields only self-rated information on one aspect of English proficiency. Until researchers can program their own information from the census public use microdata samples, estimates of the size of the total language minority population, the population among whom are found limited-English-proficient individuals, will not be available. (*continued on page 6*)

CENSUS SAMPLE REVEALS INCREASE IN MULTILINGUAL AND FOREIGN-BORN POPULATIONS

Nearly 32 million people in the United States speak languages other than English in their homes, according to the information just released from the sample of the 1990 census.

There were 8.9 million more home speakers of non-English languages in 1990 than in 1980, an increase of about 38%, as shown in table 1. In comparison with 1980 when one person in nine, aged 5 and older, reported speaking a language other than English at home, one person in seven did so in 1990.

Table 1.—ESTIMATED NUMBERS OF PEOPLE IN THE UNITED STATES, BY SELECTED CHARACTERISTIC: 1980 AND 1990 (Numbers in 1,000s)

	1980	1990	% change
Total	226,546	248,710	+9.8
Home speakers of NELs, 5+	23,060	31,845	+38.1
Proportion of aged 5+	11.0%	13.8%	
E difficulty	10,181	13,983	+37.3
Speak Spanish	11,117	17,345	+56.0
E difficulty	5,581	8,310	+48.9
Speak A/PI language	NA	4,472	
E difficulty	NA	2,420	
Foreign-born population	14,080	19,767	+40.4

There were about 34.6 million language minority people in 1980, including 2.6 million children under age 5, one or both of whose parents spoke a language other than English at home. Non-English home language speakers comprised about two-thirds of this group. If the ratio is the same now, this means that nearly one in five people in the United States has a language minority background.

A considerable factor in the increase in multilingualism is immigration. Of the 19.8 million foreign-born people in 1980—an increase of 40.4% over the number in 1980—more than two in five had immigrated since 1980.

Home speakers of non-English languages are about as likely to have difficulty speaking English now as they had in 1980. In 1990, an estimated 14 million reported that they did not speak English very well. This number was 37% greater than the number in 1980, but it represented about the same proportion of the total of non-English home language speakers.

Spanish speakers are by far the largest group. In 1990, they were an estimated 54% of all home speakers of non-English languages and nearly three out of five of those who reported difficulty speaking English in the census.

Speakers of Asian and Pacific Island languages constitute another 14% of the total and 17% of (*continued on page 2*)

MULTILINGUALISM (*continued*)

those reporting difficulty in English. The large increases in the numbers of members of certain Asian groups and of speakers of Asian languages previously minimally represented in the U.S. population reflect immigration from Asian countries in the 1980s. (See November 1991 and January 1992 issues of ***NUMBERS AND NEEDS***.)

States vary considerably in their linguistic diversity. In 1990, the range was from 36% in New Mexico to less than 3% in southern states such as Kentucky and West Virginia, as shown in table 2.

In 1990, about 28% of New Mexico's population over age 5 reported speaking Spanish at home and another 8%, other languages. At least one person in five in California, Texas, Hawaii, New York, Arizona, and New Jersey spoke a non-English language at home.

Six states have more than a million people who speak non-English languages at home. In 1990, there were 8.6 million home speakers of non-English languages living in California, 4 million in Texas, 3.9 million in New York, 2.1 million in Florida, 1.5 million in Illinois, and 1.4 million in New Jersey.

There are seven states with at least half a million foreign-born people. Again, California leads: 6.5 million foreign-born people lived there in 1990 and half were recent immigrants. About 2.9 million foreign-born people lived in New York, two out of five of whom had arrived in the United States since 1980. Florida, Texas, New Jersey, Illinois, and Massachusetts also had large populations of people born abroad.

Of the states with the largest multilingual populations, California and Florida experienced the largest growth during the 1980s. In both cases, the numbers of home speakers of non-English languages increased by nearly three-quarters and the change was paralleled by large increases in the numbers of foreign-born individuals. Texas also experienced a large increase in the numbers of people born abroad between 1980 and 1990.

Tables 3, 4, and 5 provide separate information for Florida, Illinois, and New Jersey. The May issue of ***NUMBERS AND NEEDS*** contained similar information about California, New York, and Texas.

Table 3.—NUMBERS OF PEOPLE IN FLORIDA, BY SELECTED CHARACTERISTIC: 1980 AND 1990

	1980	1990	% change
Total	9,746,324	12,937,926	+32.7
Home speakers of NELs, 5+	*1,209,664*	*2,098,315*	*+73.5*
Proportion of aged 5+	*13.2%*	*17.3%*	
E difficulty	*574,701*	*961,303*	*+67.3*
Speak Spanish	*786,244*	*1,447,747*	*+84.1*
E difficulty	*431,041*	*729,078*	*+69.1*
Speak A/PI language	NA	*85,994*	
E difficulty	NA	*40,465*	
Foreign-born population	*1,058,732*	*1,662,601*	*+57.0*
Hispanics	858,158	1,574,143	+83.4
Asians and Pacific Islanders	56,740	154,302	+171.9

Florida's population of home speakers of non-English languages passed the 2 million mark in the (*continued on page 5*)

Table 2.—ESTIMATED NUMBERS OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES, AGED 5+, AND FOREIGN-BORN PEOPLE, BY STATE, 1990 (Numbers in 1,000s)

	Home speakers of NELs, 5+			Foreign born	
	Total	% of 5+ pop.	E difficulty	#	% 1980-90 immig
Total	31,845	13.8	13,983	19,767	43.8
Alabama	108	2.9	36	44	40.6
Alaska	60	12.1	22	25	43.6
Arizona	700	20.8	276	278	42.2
Arkansas	61	2.8	21	25	42.0
California	8,619	31.5	4,423	6,459	50.4
Colorado	321	10.5	110	142	40.0
Connecticut	466	15.2	184	279	32.0
Delaware	42	6.9	15	22	33.1
Florida	2,098	17.3	961	1,663	39.7
Georgia	285	4.8	109	173	52.0
Hawaii	255	24.8	124	163	41.0
Idaho	59	6.4	22	29	45.1
Illinois	1,499	14.2	658	952	39.0
Indiana	246	4.8	87	94	32.4
Iowa	100	3.9	35	43	44.5
Kansas	132	5.7	48	63	49.2
Kentucky	86	2.5	29	34	40.4
Louisiana	392	10.1	128	87	39.8
Maine	105	9.2	28	36	19.5
Maryland	395	8.9	148	313	47.2
Massachusetts	852	15.2	349	574	38.9
Michigan	570	6.6	189	355	26.3
Minnesota	227	5.6	79	113	45.6
Mississippi	67	2.8	25	20	40.3
Missouri	178	3.8	63	84	35.4
Montana	37	5.0	11	14	24.1
Nebraska	70	4.8	22	28	37.2
Nevada	146	13.2	62	105	45.5
New Hampshire	89	8.7	25	41	24.7
New Jersey	1,406	19.5	609	967	39.8
New Mexico	494	35.5	160	81	38.6
New York	3,909	23.3	1,766	2,852	41.7
North Carolina	241	3.9	87	115	45.3
North Dakota	47	7.9	12	9	31.1
Ohio	546	5.4	190	260	27.2
Oklahoma	146	5.0	52	65	45.5
Oregon	192	7.3	78	139	43.7
Pennsylvania	807	7.3	293	369	31.5
Rhode Island	159	17.0	66	95	36.9
South Carolina	113	3.5	38	50	36.3
South Dakota	42	6.5	13	8	32.2
Tennessee	132	2.9	46	59	43.4
Texas	3,970	25.4	1,766	1,524	47.1
Utah	120	7.8	41	59	44.2
Vermont	30	5.8	7	18	19.3
Virginia	419	7.3	161	312	50.8
Washington	403	9.0	165	322	39.9
West Virginia	44	2.6	14	16	27.2
Wisconsin	264	5.8	93	122	33.7
Wyoming	24	5.7	7	8	31.7

RACIAL/ETHNIC DIVERSITY CHARACTERIZES MAJOR POPULATION TRENDS

The rapid growth of racial/ethnic diversity in the United States was the major surprise of the 1990 census for demographers. Although the population in general is aging, minority groups are younger than whites making younger age groups even more ethnically mixed than older groups and guaranteeing the continuing growth of diversity into the next century.

The extent and pace of other demographic trends which were confirmed in the census—child poverty and increasing suburbanization—also differ according to racial/ethnic group.

Testifying before the House of Representatives Subcommittee on Census and Population on May 26, Paula Schneider of the Bureau of the Census stated that one of the significant revelations of the 1990 census is "the dramatic growth in the number of Asians and Pacific Islanders and Hispanics."

> **There has been more increase in ethnic diversity than at any time since the great waves of immigration at the turn of the century.**
>
> **Paula Schneider**
> **U. S. Bureau of the Census**

As shown in table 1, whites, including Hispanics, constituted 83% of the U.S. population in 1980 but only 80% in 1990. Hispanics increased their share of the population from 6% to 9% and Asians and Pacific Islanders, from less than 2% to nearly 3%.

Table 1.—DISTRIBUTIONS OF THE U.S. POPULATION AND PERCENTAGE CHANGES IN NUMBERS, BY RACE AND HISPANIC ETHNICITY: 1980 AND 1990

Characteristic	Percent of total 1980	Percent of total 1990	Percent change in #s
Total population	100.0	100.0	+9.8
Whites	83.1	80.3	+6.0
African Americans	11.7	12.1	+13.2
American Indians/Alaska Natives	0.6	0.8	+37.9
Asians and Pacific Islanders	1.5	2.9	+107.8
Hispanics*	6.4	9.0	+53.0

*Hispanics may be of any race.

There were 3.1 million more Hispanics and 1.6 million more Asians and Pacific Islanders in the United States in 1990 than in 1980. A major factor in these increases, especially that of Asians, is immigration. (See lead article.)

The Aging of the Population

The U.S. population is aging. As shown in table 2, during the 1980s the number of people aged 65 and older increased by 23% while the number of people under age 18 decreased by half a percentage point. In 1980, about 11% of the population was over age 64 and 28% under age 18; in 1990, the oldest group comprised nearly 13% and the youngest, under 26%.

Table 2.—NUMBERS OF PEOPLE, AGED 17 AND YOUNGER AND 65 AND OLDER, AND PERCENTAGE CHANGES, BY RACE AND HISPANIC ETHNICITY: 1980 AND 1990

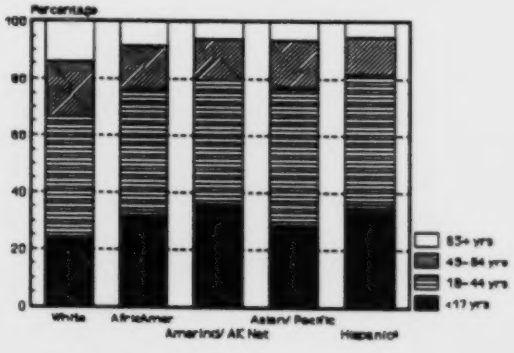
Group	1980	1990	Percent change
Total population	226,545,805	248,709,873	+9.8
People aged 17 and younger			
Total	63,900,311	63,604,432	-0.5
Whites	48,864,389	47,628,229	-2.5
African Americans	9,706,621	9,584,415	-1.3
American Indians/Alaska Natives	585,104	696,967	+19.1
Asians/Pacific Islanders	1,125,007	2,083,387	+85.2
Hispanics*	5,637,230	7,757,500	+37.6
People aged 65 and older			
Total	25,498,386	31,241,831	+22.5
Whites	22,941,570	27,851,973	+21.4
African Americans	2,066,871	2,508,551	+21.4
American Indians/Alaska Natives	79,554	114,453	+43.9
Asians/Pacific Islanders	221,509	454,458	+105.2
Hispanics*	672,557	1,161,283	+72.7

*Hispanics may be of any race.

The oldest minority populations, like the white population, aged 65+, are also increasing faster than the school-age and younger populations. However, unlike the youngest white and African American populations which decreased in size during the 1980s, Asian/Pacific, Hispanic, and American Indian/Alaska Native populations under age 18 increased in size.

All the minority groups are younger than the white population including Hispánics, as illustrated in figure 1. There are proportionately more minority than majority women in the child-

Figure 1.—AGE DISTRIBUTION OF RACIAL/ETHNIC GROUPS: 1990



*Hispanics may be of any race.

(continued on page 4)

DIVERSITY (*continued*)

bearing years and they have higher fertility rates. These differences guarantee that the diversity will continue to increase regardless of immigration. They guarantee that more and more of the school-age population and the population of young adults entering the work force will be members of minority groups in the coming years.

"A Rich Nation with Poor Children"

Child poverty is growing in the United States, especially among the very young. Increasingly, poor children are those who live in fatherless families. Minority children are two to three times more likely to be poor than white children.

There were 31.7 million people living in poverty in the United State in 1990; 3.6 million of them, or 11.4%, were children under age 5, and 7.5 million, nearly a quarter, were aged 5 to 17.

As shown in table 3, the number of poor children living in families of all types combined increased by a fifth between 1980 and 1989. That of children in families headed by women alone increased by a third. The increase in the number of the latter accounted for 85% of the nearly 2 million additional poor children.

Table 3.—ESTIMATED NUMBERS OF POOR CHILDREN, PERCENTAGE CHANGES, AND POVERTY RATES, BY AGE GROUP, FAMILY STRUCTURE, RACE, AND HISPANIC ETHNICITY: 1980 AND 1989 (Numbers in 1,000s)

	1980		1989		Percent change in #
	#	Rate	#	Rate	
Total, under age 18					
Total	10,026	16.0	12,001	19.0	+19.7
In fatherless fam	5,126	47.8	6,808	51.1	+32.8
Aged 5 and younger					
Total	3,477	18.1	4,868	21.9	+40.0
In fatherless fam	1,691	59.8	2,747	62.2	+62.4
Whites	1,926	12.8	2,935	16.5	+52.4
In fatherless fam	717	52.4	1,308	55.6	+82.4
African Americans	1,158	40.8	1,700	49.8	+46.8
In fatherless fam	817	66.4	1,334	69.7	+63.3
Hispanics*	580	30.1	1,012	38.8	+74.5
In fatherless fam	246	69.0	466	73.6	+89.4
Aged 6 to 17					
Total	6,548	15.1	7,133	17.4	+8.9
In fatherless fam	3,435	43.5	4,061	45.6	+18.2
Whites	3,542	10.2	4,229	12.9	+19.4
In fatherless fam	1,493	33.0	1,947	36.6	+30.4
African Americans	2,321	36.5	2,577	39.8	+11.0
In fatherless fam	1,639	57.4	1,991	59.4	+21.5
Hispanics*	1,022	28.5	1,484	33.5	+45.2
In fatherless fam	475	58.9	693	59.3	+45.9

*Hispanics may be of any race.

The United States is a rich nation with poor children. Many children across the nation are submerged in poverty, and their poverty has become concentrated in families headed by women.

Peter A. Morrison
Formerly, The RAND Corporation

The increases in the numbers of poor children aged 5 and younger between 1980 and 1989 were especially dramatic. The number of those in families of all types increased by 40% and that of children in fatherless families, by 62%. The respective increases in the numbers of school-age children were 9% and 18%.

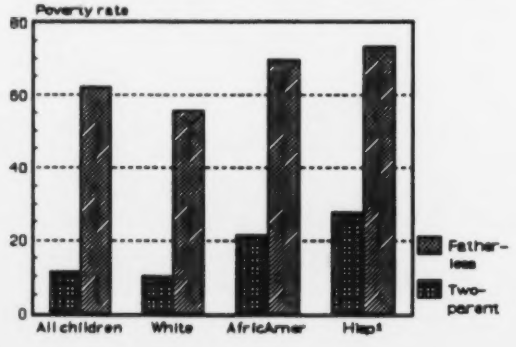
Poor children are increasingly likely to come from fatherless families. In 1980, just over half of poor children lived in such families; by 1989, 57% did so. Poor African American children are especially likely to come from single parent families: in 1980 71% and in 1990 78% did so.

Minority children are more likely to be poor than white children. In 1989, half of African American children and nearly two out of five Hispanic children, aged 5 and younger, were poor in comparison with fewer than one in five young white children. Among school-agers, two in five blacks and a third of Hispanics, in comparison with 13% of whites, were poor.

Children in fatherless families are three to five times more likely to be poor than children in two-parent families, depending upon their racial/ethnic affiliation.

Figure 2 compares the 1989 rates of white, African American, and Hispanic children, aged 5 and younger, living in two-parent families with those of children living in fatherless families.

Figure 2.—POVERTY RATES OF CHILDREN UNDER AGE SIX IN TWO-PARENT AND FATHERLESS FAMILIES: 1989



*Hispanics may be of any race.

In 1980 the average poverty threshold for a family of four was $8,414; in 1989 it was $12,674. Poor children are those living in families with incomes under the poverty threshold.

Poverty data for 1989 are from the March 1990 current population survey published in (*continued on page 6*)

MULTILINGUALISM (*continued*)

1980s, as shown in table 3. It increased by nearly three-quarters. The population of Spanish speakers increased even more; it grew from 65% to 69% of the total. The number of home speakers who reported difficulty speaking English increased by 67% to nearly a million.

Hialeah and Miami, both in Dade County, are the most multilingual cities in the United States, as illustrated in figure 2. Spanish speakers are by far the largest group in each city. Dade County was home to half of the home speakers of non-English languages in Florida in 1990.

There were an estimated 1.6 million language minority people living in Florida in 1980, 87,000 of whom were children under 5 years of age, one or both of whose parents spoke a language other than English at home. Nearly a million of this group had Spanish language backgrounds. There were 139,000 to 208,000 limited-English-proficient school-age children, depending upon the standard of English used.

Illinois was one of five states which failed to gain in total population in the 1980s. However, as shown in table 4, the numbers of Hispanics, Asians and Pacific Islanders, and linguistic minority and foreign-born people all increased albeit less than the national average increases for these groups.

Table 4.—NUMBERS OF PEOPLE IN ILLINOIS, BY SELECTED CHARACTERISTIC: 1980 AND 1990

	1980	1990	% change
Total	11,426,518	11,430,602	*
Home speakers of NELs, 5+	*1,221,502*	*1,499,112*	*+22.7*
Proportion of aged 5+	*11.5%*	*14.2%*	
E difficulty	*552,602*	*657,983*	*+19.1*
Speak Spanish	*499,532*	*728,380*	*+45.8*
E difficulty	*273,156*	*366,999*	*+34.4*
Speak A/PI language	NA	*166,773*	
E difficulty	NA	*80,425*	
Foreign-born population	*823,696*	*952,272*	*+15.6*
Hispanics	635,602	904,446	+42.3
Asians and Pacific Islanders	159,653	285,311	+78.7

*Less than 0.1 of a percent.

Half of Illinois' home speakers of non-English languages live in Chicago. With 748,000 non-English home language speakers in 1990, it is the third largest multilingual city in the United States, as shown in figure 1. Spanish is the language spoken by half of Illinois' multilingual population.

The language minority population in Illinois numbered an estimated 1.8 million in 1980. This number included 137,000 children under age 5, one or both of whose parents spoke a non-English language at home. The largest language group consisted of 708,000 people with Spanish language backgrounds. An estimated 176,000 to 263,000 school-age children in the state had limited English proficiency, depending upon the standard used.

As shown in table 5 on page 6, there were an estimated 1.4 million home speakers of non-English languages living in New Jersey in 1990. Spanish speakers comprised more than two out of five of them and half of those who reported difficulty speaking English.

THE MOST MULTILINGUAL U.S. CITIES

Figure 1.—CITIES WITH AT LEAST 100,000 HOME SPEAKERS OF NON-ENGLISH LANGUAGES

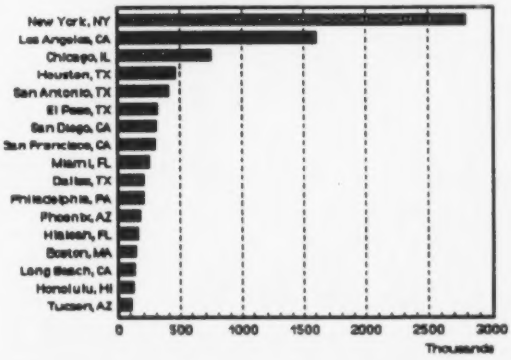
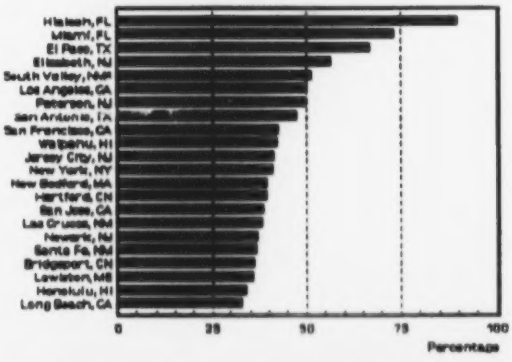


Figure 2.—CITIES IN WHICH HOME SPEAKERS OF NON-ENGLISH LANGUAGES CONSTITUTE AT LEAST A THIRD OF THE POPULATION, AGED 5+



*Census designated place in Bernalillo County, New Mexico.

NOTE: Information is not available for such California cities as Oakland, Sacramento, or Fresno, or such Texas cities as Fort Worth or Corpus Christi, which also have large populations of non-English home language speakers.

Elizabeth, New Jersey, is the fourth most multilingual city in the United States. More than a third of the populations, aged 5 and older, in Paterson, Jersey City, and Newark also speak a language other than English at home. The proportions of Spanish speakers among them range from 79% in Paterson to 55% in Jersey City.

There were an estimated 1.6 million language minority people in New Jersey in 1980. They included 100,000 children under 5 years old, one or both of whose parents spoke a language other than English. Spanish language background people comprised about the third of this group. From 151,000 to 225,000 school-age children were limited in English proficiency, depending upon the standard of English used.

Individual state releases from the 1990 census sample are available for sale by the Census Bureau. They include data for the five largest counties and the five largest cities in the state. Information may be obtained by calling (*continued on page 6*)

DIVERSITY (*continued*)

Poverty in the United States: 1988 and 1989 (Bureau of the Census, Current Population Reports, Series P-60, No. 171, June 1991). Data from the 1990 census on poverty by age group, family structure, and racial/ethnic group have not yet been released.

Urbanization and the Growth of the Suburbs

More than three-quarters of people in the United States now live in metropolitan areas. From 25.5% of the total population in 1900, the urban population rose to 77.5% of the total in 1990. However, since 1940 when the central city proportion leveled off at about a third, the suburban proportion has continued to grow. Nearly half of the population now lives in the fringe areas surrounding urban cores. Moreover, as explained by Paula Schneider in her testimony, much of the growth in the 1980s was in the newer suburbs where the growth in jobs also occurred.

As with age distribution and the incidence of child poverty, the racial/ethnic groups differ in their urbanization/suburbanization. Asians and Pacific Islanders are the most urbanized and even more of them, proportionately, than whites live in the suburbs. African Americans live predominantly in the central cities where many Hispanics also live. American Indians, Eskimos, and Aleuts are the most likely to live in rural areas.

Recent studies suggest that the proportion of blacks living in the suburbs may have doubled in the 1980s. More Hispanics, proportionately, also appear to live in suburbs now than in 1980. However, since the 1990 data on the urbanization/suburbanization of minorities have not yet been published, it is not possible to determine the extent to which they are participating in the movement to the suburbs.

As indicated elsewhere in this issue, large numbers of ethnically and linguistically diverse and foreign-born people live in metropolitan areas. The needs of those who have remained behind in the inner cities must be met by already over-burdened inner city schools and other facilities during the coming years.

DON'T YOU BELIEVE IT! (*continued*)

The Census Bureau has delayed issuance of the state reports in the CPH-5 series temporarily because of an error. Following correction, the U.S. Summary and state parts will be available for sale. Call Customer Services at Census at (301) 763-4100 for information.

MULTILINGUALISM (*continued*)

Table 5.—NUMBERS OF PEOPLE IN NEW JERSEY, BY SELECTED CHARACTERISTIC: 1980 AND 1990

	1980	1990	% change
Total	7,364,823	7,730,188	+5.0
Home speakers of NELs, 5+	*1,096,172*	*1,406,148*	*+28.3*
Proportion of aged 5+	*15.9%*	*19.5%*	
E difficulty	*497,723*	*608,996*	*+22.4*
Speak Spanish	*414,234*	*621,416*	*+50.0*
E difficulty	*231,853*	*311,025*	*+34.1*
Speak A/PI language	NA	*153,671*	
E difficulty	NA	*73,390*	
Foreign-born population	*757,822*	*966,610*	*+27.6*
Hispanics	491,883	739,861	+50.4
Asians and Pacific Islanders	103,848	272,521	+162.4

the Census Public Information Office, (301) 763-4040.

NOTES ON THE STATE TABLES: Estimates from the sample are shown in italics; other numbers are 100% counts. The 1980 counts of Asians and Pacific Islanders do not include the write-in responses, such as Cambodian, Laotian, Thai, or Fiji Islander. People with English difficulty are those reported to speak English less than "very well."

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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. September 1992 Vol. 2, no. 5

From the editor . . . .

The Bilingual Education Act was passed in 1969 and in 1974 the Supreme Court decided that schools must meet the special needs of limited-English-proficient students. Nevertheless, many language minority students are still unidentified and few participate in bilingual education or ESL programs, according to a recent report on 1988 eighth graders (see page 3).

The NELS:88 results underline the urgency for better needs assessment in schools. They also make clear that data from individual school systems aggregated into state counts simply cannot replace the decennial census and national household surveys as sources of reliable and comparable data on the size of populations with needs related to language. (See also the article beginning below for the comments of the U.S. Commission on Civil Rights on Asian American data.)

The feature article in this issue of ***NUMBERS AND NEEDS*** provides more language data from the 1990 census sample. The sample reveals that an estimated 6.3 million children and youth speak languages other than English at home. If the ratio of the number of these children to the number of language minority children who speak English at home is the same as it was in 1980, this means that there are as many as 11.2 million language minority 5-to-17-year-olds in the U.S. now, an increase of more than 3 million. Let's hope schools will do a better job with them than they did with the 1988 eighth graders!

Your editor is gratified by continuing kind remarks from readers of the newsletter. Let us know if there are other ways we can serve you and do encourage your colleagues to subscribe.

Dorothy Waggoner

CIVIL RIGHTS COMMISSION REPORT FOCUSES ON ASIAN AMERICANS

Contrary to popular perception that Asian Americans have overcome discriminatory barriers, Asian Americans still face widespread prejudice, discrimination, and denials of equal opportunity. In addition, many Asian Americans, particularly those who are immigrants, are deprived of equal access to public services, including police protection, education, health care, and the judicial system.

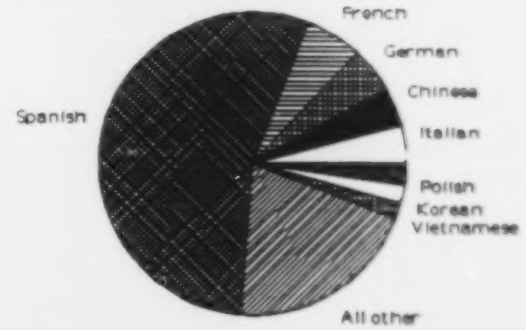
Civil Rights Issues Facing Asian Americans in the 1990s
A Report of the U.S. Commission on Civil Rights

(*continued on page 5.*)

FOUR IN FIVE HOME SPEAKERS OF NON-ENGLISH LANGUAGES IN THE US SPEAK ONE OF EIGHT LANGUAGES

Recently released information from the 1990 census sample reveals that more than half of the people in the United States who speak languages other than English at home speak Spanish. Another quarter speak seven other languages: French, German, Chinese, Italian, Polish, Korean, or Vietnamese, as shown in the figure.

Figure.—PERCENTAGES OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES, 1990



There were 17.3 million home speakers of Spanish recorded in the 1990 census. They constituted 54% of the total and two-thirds of the school-age children who speak non-English languages at home.

According to the census, nearly two million people speak French at home, 1.5 million speak German, and 1.3 million each speak Chinese languages or Italian. Polish, Korean, and Vietnamese are spoken by at least half a million people each.

Table 1 provides counts for the languages for which comparable data for 1980 and 1990 are currently available. These confirm that certain language groups have lost ground as their speakers age and fail to pass the languages on and few new speakers immigrate. In particular, the numbers of speakers of Yiddish, Italian, Hungarian, and Polish, among the languages for which comparable data are available, decreased by at least 10% each in the 1980s.

Despite its admitted undercounting of minorities, as predicted, the 1990 census estimate of the numbers of home speakers of non-English languages exceeds that of the Census's November 1989 current population survey. There were 7 million more non-English home speakers counted in the census than in the CPS. Most of the estimates for individual languages are also larger. (See January 1992 ***NUMBERS AND NEEDS***.) These differences reflect the differences between the 1980 census-based CPS sample and the vastly larger 1990 census sample of about 1 in 6 actual housing units nationwide and between telephone interviews in the CPS and householder-recorded written responses in the census.

(*continued on page 2*)

NEL HOME SPEAKERS (*continued*)

Table 1.—ESTIMATED NUMBERS OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES, AGED 5+, IN 1980 AND 1990 AND PERCENTAGE CHANGE, BY SELECTED LANGUAGE

Language	1980	1990	Percentage change
Total, all languages	23,060,000	31,845,000	+38.1
Arabic	218,000	355,000	+63.3
Chinese languages	631,000	1,319,000	+109.2
French	1,551,000	1,930,000	+24.5
German	1,587,000	1,548,000	-2.4
Greek	401,000	388,000	-3.3
Hungarian	179,000	148,000	-17.4
Italian	1,618,000	1,309,000	-19.1
Japanese	336,000	428,000	+27.2
Korean	266,000	626,000	+135.3
Polish	821,000	723,000	-11.8
Portuguese	352,000	431,000	+22.4
Russian	173,000	242,000	+39.6
Spanish	11,116,000	17,345,000	+56.0
Vietnamese	195,000	507,000	+160.6
Yiddish	316,000	213,000	-32.6

Table 2 shows the estimated numbers of school-age and older home speakers of non-English languages and the numbers and percentages of each group who speak Spanish in the eighteen states in which there were at least 300,000 home speakers of non-English languages in 1990.

School-age children and youth who speak Spanish at home are a larger proportion of school-age non-English home speakers than adults who speak Spanish are a proportion of adult non-English home speakers in all states except New Mexico, where 79% of adults and 77% of 5-to-17-year-olds speak Spanish. These differences reflect the youth of Spanish speakers in comparison to speakers of many other languages and they indicate that the Spanish language minority will continue to grow as a proportion of the U.S. population.

Texas has the largest proportions of children and adults who speak Spanish at home and Louisiana, the smallest, of these eighteen states. More than nine out of ten 5-to-17-year-olds and 85% of adult home speakers of non-English languages in Texas in 1990 spoke Spanish. The proportions of Spanish speakers in Louisiana were 31% of school-age children and youth and 17% of adults.

In the total school-age population, one in seven youngsters speaks a language other than English at home. Three-quarters of them live in households in which everyone speaks the non-English language. As shown in table 3 on page 5, there were an estimated 6.3 million such children in 1990 and they constituted about 14% of the school-age population; 4.8 million of them lived in linguistically homogeneous households.

In 1990, the proportions of school-age children and home who speak languages other than English at home ranged from 35.0% in California to 2.7% in North Dakota and West Virginia. Other states with large proportions in 1990 were New Mexico, Texas, New York, and Arizona where more than one in five 5-to-17-year-olds also speak languages other than English at home.

California has the largest number of school-age home speakers of non-English languages. In 1990, there were 1.9 million; 1.6 million, or about 86% of them, lived in linguistically homogeneous households.

Texas and New York have more than half a million school-age home speakers of non-English languages each. In 1990, there were seven other states with at least 100,000: Florida, Illinois, New Jersey, Arizona, Massachusetts, Pennsylvania, and Ohio.

At least four out of five school-age speakers of non-English languages live in households in which everyone speaks the non-English language in Texas, New Mexico, New Jersey, New York, Arizona, Rhode Island, and Florida. In all, at least 50% of such children and youth in half the states and the District of Columbia lived in linguistically homogeneous households in 1990.

An estimated 17.9 million of the total 31.8 million home speakers of non-English languages, aged five and older, reported in the census that they speak English very well and 1.8 million reported that they do not speak English at all. No information is available from the census on the other language skills that make up English proficiency nor is information on English-speaking ability or other skills available for language minority people who reported in the census that they speak only English at home.

Linguistic homogeneity applies only to the non-English language. Linguistically homogeneous households vary from monolingual in the home language to bilingual with some or all members also speaking English.

Table 2.—ESTIMATED NUMBERS OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES AND NUMBERS AND PERCENTAGES OF SPANISH SPEAKERS, AGED 5+, BY AGE GROUP AND SELECTED STATE: 1990
(Numbers in thousands)

State	Aged 5-17				Aged 18+		
	Total	Speak Span Total	Speak Span %		Total	Speak Span	%
Total, all states	31,845	6,323	4,168	65.9	25,522	13,177	51.6
Arizona	700	157	114	72.6	544	364	67.1
California	8,619	1,879	1,351	71.9	6,740	4,128	61.2
Colorado	321	51	34	66.8	269	170	63.0
Connecticut	466	78	45	58.0	388	122	31.4
Florida	2,098	360	279	77.5	1,738	1,168	67.2
Illinois	1,499	302	195	64.5	1,197	534	44.6
Louisiana	392	49	15	31.1	343	57	16.6
Maryland	395	68	26	38.5	327	97	29.6
Massachusetts	852	144	63	43.7	709	166	23.4
Michigan	570	96	33	34.5	474	104	22.0
New Jersey	1,406	246	140	57.1	1,160	481	41.5
New Mexico	494	95	73	76.6	399	316	79.1
New York	3,909	701	416	59.3	3,208	1,433	44.7
Ohio	546	101	38	37.7	446	101	22.7
Pennsylvania	807	136	58	42.6	671	155	23.1
Texas	3,970	974	892	91.6	2,996	2,551	85.1
Virginia	419	75	32	42.3	344	121	35.2
Washington	403	78	36	45.5	325	108	33.2

(*continued on page 5*)

STUDY FINDS MISCLASSIFICATION OF MANY LANGUAGE MINORITY AND LEP STUDENTS

Teachers fail to recognize the language minority backgrounds of many students in U.S. schools who come from homes in which languages other than English are spoken. They fail to identify for special language services many language minority students who rate their own English proficiency as low or moderate.

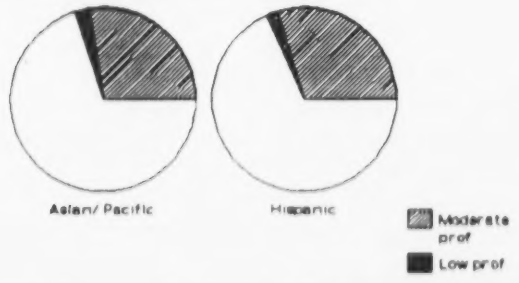
Misclassification of students who need help with English undoubtedly contributes to the small proportion of students who receive special language assistance or participate in programs employing their home languages to help them progress in school.

Teachers classified as coming from monolingual homes 47% of Asian and Pacific Islander eighth graders and 41% of Hispanic eighth graders in the National Education Longitudinal Study of 1988 (NELS:88) who actually came from homes in which non-English languages are spoken. Nearly a quarter of the unrecognized Asian/Pacific students and even more of the unrecognized Hispanics had difficulty with English according to their own ratings.

Some recognized language minority students were excluded from the study because their principals deemed their English insufficient to enable them to complete the survey forms. (See Notes on NELS:88.) The inclusion of these students would have increased the proportions correctly classified and added to the proportions of those reporting receiving some kind of special help.

Among eighth graders not identified by teachers as having limited English proficiency in NELS:88, at least three in ten rated their own proficiency as low or moderate, as shown in figure 1.

Figure 1.—SELF-RATED ENGLISH PROFICIENCY OF EIGHTH GRADERS NOT IDENTIFIED AS LIMITED-ENGLISH-PROFICIENT BY TEACHERS



The percentages of recognized and unrecognized language minority students and of students identified and not identified as limited in English proficiency who rated themselves as low, moderate, or high in English proficiency are shown in table 1. Self-rated English proficiency in NELS:88 is a variable averaging the responses to the questions on proficiency in reading, writing, speaking, and understanding English.

Nearly a quarter of Asian and Pacific Islander language minority eighth graders and about a fifth of the Hispanics in NELS:88 reported that they had received special language assistance, as shown in table 2 on page 4.

Participation in language assistance programs in the early grades—the time when most students who receive such assistance receive it—seems to correlate with high self-rated English proficiency among the eighth graders in the study. At least two-thirds of all participants who reported participation in language assistance

NOTES ON NELS:88

The National Education Longitudinal Study of 1988 (NELS:88) is a large-scale study of eighth graders designed and sponsored by the National Center of Education Statistics (NCES), U.S. Department of Education, with support from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and the National Science Foundation.

In the base year, 1988, NELS:88 sampled about 25,000 eighth graders in public and private schools, including 3,129 Hispanics and 1,505 Asians and Pacific Islanders.

Of the 202,966 eighth graders who could have been selected for the sample, 3,831 were eliminated in the base year because their principals deemed their English insufficient for completion of the survey forms. Inclusion of these students would have more than doubled the estimate of the number of students identified by their teachers as limited in English proficiency. Their omission means that these data are not representative of all Asian/Pacific and Hispanic eighth graders in U.S. schools.

To compensate for the base-year bias and make the follow-ups at two-year intervals more representative, NCES subsampled students who were excluded and added tenth graders who would have been ineligible in 1988 to the 1990 sample. These students will be included in future follow-up surveys and their records will be added to the NELS:88 files.

The category Asians and Pacific Islanders in the NELS:88 report discussed in the accompanying article includes, in addition to the usual groups of Asians and Pacific Islanders (Chinese, Filipino, Asian Indian, Samoan, etc.), Arab, Iranian, Afghan, Turkish, and Israeli students. These eighth graders and "other Asians" constituted about 15% of the weighted sample of Asians and Pacific Islanders.

Table 1.—PERCENTAGES OF LANGUAGE MINORITY EIGHTH GRADERS, BY LANGUAGE MINORITY RECOGNITION, LEP IDENTIFICATION, AND SELF-RATED ENGLISH PROFICIENCY

	Total		Language minority	
Group and English proficiency	Recog	Non-recog	Identified LEP	Non-identified LEP
Asians and Pacific Islanders				
Low E profic	7.9	1.7	20.8	2.4
Moderate E profic	41.4	21.5	45.9	27.5
High E profic	50.7	76.8	33.4	70.0
Hispanics				
Low E profic	6.2	1.3	19.0	1.9
Moderate E profic	37.9	25.2	45.2	29.9
High E profic	55.9	73.5	35.8	68.2

(*continued on page 4*)

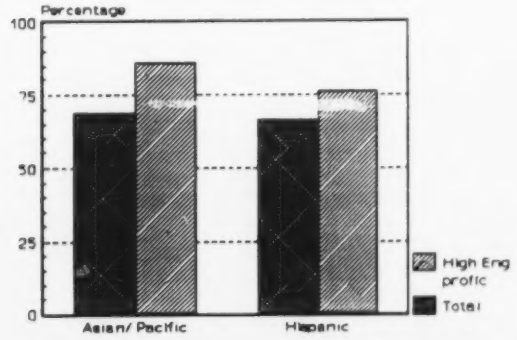
MISCLASSIFICATION (*continued*)

Table 2.—PERCENTAGES OF EIGHTH GRADERS REPORTING PARTICIPATION IN LANGUAGE ASSISTANCE PROGRAMS OR INSTRUCTION THROUGH A NON-ENGLISH LANGUAGE, BY SUBJECT AREA

Group	Special language assistance	Instruction through an NEL: Reading/ lang. arts	Math	Other
Asian/Pacific	23.6	5.9	5.5	4.6
Hispanic	20.1	8.5	8.0	6.5

programs in NELS:88 were enrolled in grades one to three. Among those who rated their English proficiency high, about 86% of the Asians and Pacific Islanders and 76% of the Hispanic eighth graders had had such experience, as shown in figure 2.

Figure 2.—EARLY GRADE PARTICIPATION IN LANGUAGE ASSISTANCE PROGRAMS AND PARTICIPATION OF HIGH ENGLISH PROFICIENCY EIGHTH GRADERS



Hispanics, as the largest language minority, are somewhat more likely than Asians and Pacific Islanders to receive instruction through a language other than English. However, among the eighth graders in NELS:88, the proportion still did not reach as much as 10%.

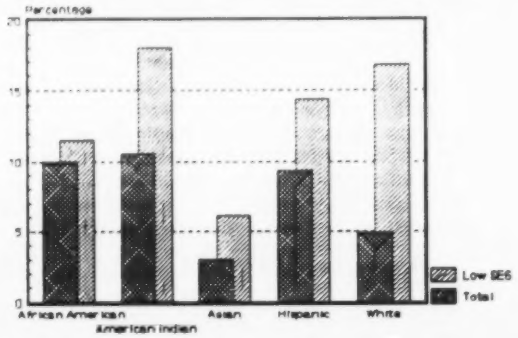
The English-proficiency self ratings of the language minority eighth graders in NELS:88 correlate with their achievement on reading and math tests, as shown in table 3, but even those who rated their proficiency high continue to have problems. Nearly a fifth of Asians and Pacific Islanders and 28% of the Hispanics with high self-rated English proficiency failed to reach the basic skill level in the NELS:88 reading test. In the math test, 22% of Asian/Pacific and 35% of Hispanic eighth graders with high English proficiency failed to reach the basic level. In comparison, 10% of white students in the study failed to reach the basic skill level in reading and 16% failed to reach the basic math level.

The socioeconomic status (SES) of various subgroups of Asians and Hispanics varies considerably and SES has been found to be linked to academic achievement and other variables investigated in NELS:88 (see article on NELS:88 dropout rates above). To eliminate the effect of SES on the results of the reading and math tests by self-rated English proficiency, the scores for the different levels shown in table 3 have been adjusted for SES.

NELS:88 DOCUMENTS DIFFERENCES IN DROPOUT RATES OF 1988 EIGHTH GRADERS

American Indian, African American, and Hispanic students who were eighth graders in 1988 were more likely not to be in school in 1990 than whites or Asians who were eighth graders in 1988. While 6% of all 1988 eighth graders were not enrolled in 1990, the range by racial/ethnic group was from 10.5% of American Indians to 3.0% of Asians as shown in the figure.

Figure.—PERCENTAGES OF 1988 EIGHTH GRADERS NO LONGER IN SCHOOL IN 1990



Socioeconomic status is related to the likelihood of dropping out but it affects white students more than minorities. Low SES white students were 3.4 times more likely not to be enrolled in 1990 than white students as a whole. Their dropout rate was statistically about the same as that of low SES American Indian and Hispanic students but higher than that of low SES Blacks.

This NELS:88 information was reported in *Transitions Experienced by 1988 Eighth Graders, Statistics in Brief, April 1992*, (NCES 92-023), issued by the Office of Educational Research and Improvement. For further information call Jeffrey Owings at (202) 219-1777.

Table 3.—PERCENTAGES OF LANGUAGE MINORITY EIGHTH GRADERS UNABLE TO ACHIEVE BASIC READING AND MATH LEVELS, BY SELF-RATED ENGLISH PROFICIENCY

English proficiency and group	Reading	Math
Asians and Pacific Islanders		
Total	24.4	22.8
Low proficiency	63.1	24.3
Moderate proficiency	32.7	24.9
High proficiency	18.8	21.8
Hispanics		
Total	31.0	36.6
Low proficiency	68.9	58.2
Moderate proficiency	33.8	37.4
High proficiency	27.8	35.1

(*continued on page 6*)

CIVIL RIGHTS REPORT (*continued*)

Mandatory reading for school administrators and everyone concerned with the needs of Asian Americans is a recent report by the U.S. Commission on Civil Rights that documents the serious civil rights problems faced by Asian Americans, especially, but not only, those who are newcomers to this country.

The report, *Civil Rights Issues Facing Asian Americans in the 1990s*, combats the myth of Asian Americans as the "model minority." The report findings amply illustrate two outcomes of the stereotype: the widespread failure of Federal, State, and local agencies to recognize and meet the needs of Asian Americans and incidents of discrimination and violence against Asians perceived as a "singularly successful group" by the general public.

The Commission makes more than forty recommendations designed to combat problems in the areas of bigotry and violence, police-community relations, discrimination in admission to higher education, employment discrimination, access to health care, and access to the judicial system among others.

Of special interest to readers of ***NUMBERS AND NEEDS*** are the recommendations regarding primary and secondary education. The Commission finds that many Asian American immigrant children, especially those who are limited in English proficiency, are denied equal educational opportunity. They need bilingual education and English-as-a-second-language programs staffed by trained BE/ESL teachers and assisted by trained bilingual counselors.

The Commission calls for colleges and universities to recruit and train bilingual and ESL teachers specifically for underserved languages, such as Southeast Asian languages (recommendation 11).

It calls for the establishment of ESL classes for adults as well as children in school (recommendation 12). It urges the Office for Civil Rights of the Department of Education to increase enforcement of civil rights guidelines (recommendation 13).

To combat racism in the schools, the Commission states that aggressive programs are needed to educate school personnel and students in general about Asian and other cultures. It recommends that "public school officials should become aware of racial tensions . . . [and] take steps to defuse them" and it calls for revision of school curricula "to provide a truly multicultural education" (recommendation 14).

The Commission finds serious deficiencies in the collection of data needed to monitor the status of Asian American students in the schools and data on Asians in general. It documents the heterogeneity of the groups subsumed under the heading "Asian and Pacific Islander" and points out that relying on data for Asians and Pacific Islanders as a whole is likely to provide misleading evidence about the nature and extent of educational and other problems facing many Asians in the U.S. Accordingly, it urges enhanced data collection in all areas, including disaggregation of data by Asian/Pacific group, information on nativity and date of immigration of immigrants, and oversampling to assure usable information (recommendation 41).

With regard to data on school-age children and youth, the Commission cites the examples of national data sets such as the National Assessment of Education Progress (NAEP) which inadequately sample Asian students and eliminate students with very limited English proficiency. (See Notes on NELS:88 on page 3 for another example.) Recommendation 10, accordingly, calls for Federal, State, and local government agencies to collect systematic information on services to LEP students and on the academic achievement of such students.

The report is available free from the U.S. Commission on Civil Rights, 1121 Vermont Avenue, N.W., Washington, D.C. 20425, telephone (202) 376-8128.

NEL HOME SPEAKERS (*continued*)

Table 3.—ESTIMATED NUMBERS AND PERCENTAGES OF HOME SPEAKERS OF NON-ENGLISH LANGUAGES, AGED 5-17, AND NUMBERS IN LINGUISTICALLY HOMOGENEOUS HOUSEHOLDS, BY STATE: 1990

State	Total population	Home speakers of NELs	Percent of total	In linguistically homogeneous households
Total	45,342,000	6,323,000	13.9	4,835,000
Alabama	779,000	23,000	3.0	5,000
Alaska	117,000	11,000	9.5	7,000
Arizona	688,000	157,000	22.8	127,000
Arkansas	457,000	14,000	3.0	3,000
California	5,363,000	1,879,000	35.0	1,621,000
Colorado	609,000	51,000	8.4	33,000
Connecticut	523,000	78,000	14.9	61,000
Delaware	115,000	7,000	6.5	4,000
District of Columbia	80,000	9,000	11.8	6,000
Florida	2,022,000	360,000	17.8	288,000
Georgia	1,237,000	56,000	4.5	25,000
Hawaii	198,000	30,000	14.9	20,000
Idaho	228,000	13,000	5.8	8,000
Illinois	2,103,000	302,000	14.4	238,000
Indiana	1,060,000	52,000	4.9	24,000
Iowa	526,000	21,000	3.9	7,000
Kansas	474,000	25,000	5.3	13,000
Kentucky	705,000	20,000	2.8	5,000
Louisiana	896,000	49,000	5.5	22,000
Maine	223,000	10,000	4.4	4,000
Maryland	806,000	68,000	8.4	41,000
Massachusetts	941,000	144,000	15.3	115,000
Michigan	1,761,000	96,000	5.4	51,000
Minnesota	832,000	42,000	5.1	20,000
Mississippi	553,000	17,000	3.0	5,000
Missouri	947,000	34,000	3.6	12,000
Montana	164,000	6,000	3.9	2,000
Nebraska	310,000	11,000	3.6	4,000
Nevada	203,000	24,000	11.8	17,000
New Hampshire	194,000	9,000	4.4	4,000
New Jersey	1,269,000	246,000	19.4	203,000
New Mexico	321,000	95,000	29.5	78,000
New York	3,009,000	701,000	23.3	573,000
North Carolina	1,152,000	54,000	4.7	15,000
North Dakota	128,000	3,000	2.7	1,000
Ohio	2,020,000	101,000	5.0	46,000
Oklahoma	613,000	28,000	4.6	14,000
Oregon	523,000	37,000	7.0	24,000
Pennsylvania	2,000,000	136,000	6.8	81,000
Rhode Island	199,000	26,000	16.3	21,000
South Carolina	667,000	23,000	3.5	6,000
South Dakota	144,000	6,000	4.1	2,000
Tennessee	883,000	29,000	3.2	8,000
Texas	3,455,000	974,000	28.2	829,000
Utah	458,000	25,000	5.5	13,000
Vermont	102,000	3,000	3.1	1,000
Virginia	1,063,000	75,000	7.0	44,000
Washington	844,000	78,000	8.8	53,000
West Virginia	338,000	9,000	2.7	2,000
Wisconsin	930,000	51,000	5.5	25,000
Wyoming	100,000	4,000	3.9	2,000

NOTE: Percentages in all tables calculated on unrounded numbers.

This and other information from the 1990 census sample is contained in a computer printout, "Education and Language Data by State" (1990 CPH-L-96), available from the Population Information Office of the Census Bureau, (301) 763-5002.

MISCLASSIFICATION (*continued*)

Asian/Pacific eighth graders in NELS:88 rate their proficiency in their home languages lower than Hispanic eighth graders rate their proficiency in Spanish. This, despite the fact that many more Asians are immigrants (nearly half compared with 17% of Hispanic students) and that time in the U.S. seems to correlate with loss of home language skills as evidenced by the self ratings.

Nearly three in five Asian/Pacific eighth graders rated their home language skills low and 12%, high. Among Hispanics, 41% rated their Spanish language skills low and 16%, high. Further investigation of the data base might reveal differences in the rating of reading skills related to the differences between the writing systems of Asian languages on the one hand and Spanish and English on the other. However, the overall low ratings by these eighth graders underline the failure of schools to recognize and support the home language strengths these youngsters bring to school.

Considerable additional language information is contained in the data files of NELS:88. In particular, the sampled students were asked about household language usage, they were asked to rate their understanding, speaking, reading, and writing skills in English and the home language, and they were asked a series of questions about frequency of use of the home language with parents, guardians, grandparents, brothers and sisters, and best friends in the neighborhood and in school.

Parents were also sampled in NELS:88. They were asked about language usage in the home and about their own understanding, speaking, reading, and writing skills in the home language and in English.

The information discussed in this article is from *Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88* by Denise Bradby, Jeffrey Owings, and Peggy Quinn. The NELS:88 files which will allow investigators to separate the Asian groups from Middle Easterners, Israelis, Turks, etc., and to study questions not raised by the authors of this report will be available on a CD-ROM by the end of the year.

The report is available for $11.00 a copy from the U.S. Government Printing Office, P.O. Box 371954, Pittsburgh, Pennsylvania 15250-7954 (stock number 065-000-00483-6). Information on the CD-ROM may be obtained from Jeff Owings, National Center for Education Statistics, (202) 219-1777.

INCREASING DIVERSITY OF U.S. FAMILIES DRAMATICALLY AFFECTS CHILDREN

One quarter of all children in the United States now live with only one parent. In 1991, there were 16.6 million such children. Their proportion has doubled since 1970 and almost tripled since 1960, according to the Population Reference Bureau in a new report analyzing recent trends in the demographics of American families.

Only one-third of African American children live in two-parent families, half the proportion who did so in 1960. Hispanic children are much more likely to live in two-parent families than African Americans but, among Hispanics, the proportion in one-parent homes has also risen dramatically—to three in ten in 1991, almost double that in 1980.

Many more children now live with grandparents as a result of increased "doubling up," which PRB attributes to economic conditions. The proportion of children living with grandparents rose from 3% in 1970 to 5% in 1991. In 17% of households with grandparents, both parents are present; in half only the mother is present. However, in 28% of these households neither parent is present and grandparents are solely responsible for the children.

African American children are the most likely to live with grandparents: 12% did so in 1991 compared with 6% of Hispanic children and 4% of white children.

The report, *New Realities of the American Family*, by Dennis A. Ahlburg and Carol J. DeVita, is available from the Population Reference Bureau, Inc., Circulation Department, P.O. Box 96152, Washington, D.C. 20090-6152, at a cost of $7.00.

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Dorothy Waggoner, Editor

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NUMBERS AND NEEDS
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NUMBERS AND NEEDS

Ethnic and Linguistic Minorities in the United States

Washington, D.C. November 1992 Vol. 2, no. 6

From the editor . . . .

This issue of ***NUMBERS AND NEEDS*** contains articles with information from a variety of sources: The Urban Institute, NELS:88, and The Carnegie Foundation for the Advancement of Teaching. We are also greatly indebted to an old friend, Joe Waksberg, for the information from his study on residential segregation, below.

In addition to the two NELS:88 reports mentioned in the articles, *A Profile of American Eighth-Grade Mathematics and Science Instruction* (NCES 92-486), is also available. We urge researchers exploring issues in the education of ethnic and linguistic minorities to take advantage of this rich data base.

With this issue of ***NUMBERS AND NEEDS***, we come to the end of the second year of publication. We have, accordingly, included an index for volumes 1 and 2. Back issues are available to subscribers on request as long as they last.

As readers know, the contents of the newsletter are copyrighted but we want you to feel free to quote with attribution. In fact, we will be disappointed if you aren't using the material.

In January we will have a new national administration—one committed to change, to people, and, especially, to education. We predict that much new information will be forthcoming. ***NUMBERS AND NEEDS*** will try to keep you abreast.

Dorothy Waggoner

RESIDENTIAL SEGREGATION OF MINORITIES CHANGES MINIMALLY IN 1980s

Residential segregation has decreased slightly for African Americans and somewhat increased for Hispanics over the last decade, according to David Judkins and Joseph Waksberg of Westat, Inc., Rockville, Maryland, and James Massey of the National Center for Health Statistics.

African Americans are the most segregated and Asians and Pacific Islanders the least segregated of the racial/ethnic groups. About 62% of the former and only 13% of the latter live in blocks in which the population is 60% or more minority. Moreover, 8% of Blacks and 37% of Asian/Pacific people live in blocks with fewer than 10% minority populations. Nearly two in five Hispanics live in blocks with 60% or more minority populations and 15% in low-minority-density blocks. Thirty percent of American Indians and Alaska Natives live in high-minority-density blocks—presumably on reservations—and 47% in blocks with few minority people.

The proportion of African Americans living in predominantly majority areas (groups of blocks with an average of 456 housing units) grew from 10% to 12% while that of Blacks living in predominantly minority areas fell from 58% to 51% between 1980 and 1980. African Americans constitute about 86% of the population in the latter areas.

Between 1980 and 1990, the proportion of Hispanics in predominantly majority areas fell from 15% to 11% and that in predominantly minority areas grew from 30% to 34%. Hispanics constitute four out of five people (*continued on page 3*)

DRAMATIC CHANGES IN U.S. POPULATION PROJECTED TO CONTINUE INTO NEXT CENTURY

By the year 2010 Hispanics will become the largest U.S. minority group, exceeding African Americans in numbers, according to Barry Edmonston and Jeffrey S. Passel, authors of a new report issued by The Urban Institute. By 2040 Hispanics will number more than 64 million and Hispanic immigrants and their children will constitute 44% of the projected total population of 96.1 million most likely to live in language minority homes.

The Hispanic population will nearly triple in size in the next fifty years. Its proportion of the total population will double. The number of foreign-born Hispanics and their native-born children will increase from 15.2 million in 1990 to 42.2 million by 2040.

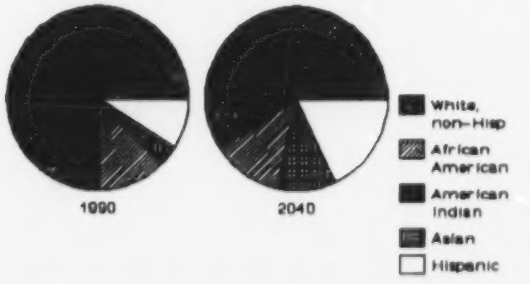
The growth of the Asian population will be even more dramatic. The numbers of Asians will increase almost five times and triple their proportion of the total population by 2040. Among Asians, the number of immigrants and children of immigrants—the potential Asian language minority—will grow from 6.4 million to 29.8 million in the next fifty years.

Figure 1 illustrates the proportions of the various racial/ethnic groups in the total U.S. population in 1990 and, as projected by Edmonston and Passel, in 2040.

The projected growth in the proportions of the population represented by Hispanics and Asians, as shown by the figure, will be at the expense of non-Hispanic whites. In the next fifty years, Edmonston and Passel project that the proportion of non-Hispanic whites in the total population will decrease from three-quarters to less than three-fifths.

While growing in size, the African American population will remain at about one-eighth of the total population.

Figure 1.—RACIAL/ETHNIC COMPOSITION OF U.S. POPULATION, 1990 AND 2040



The table shows the authors' projections for the numbers and proportions of the various racial/ethnic populations. By 2040, according to their model, the total population will reach 355.5 million. At that time, non-Hispanic whites will number 210.5 million; Hispanics, 64.2 million; African Americans, 44.1 million; Asians and Pacific Islanders, 34.5 million; and American Indians, Eskimos, and Aleuts, 2.2 million. (*continued on page 3*)

REPORT ON SCHOOL CHOICE REAFFIRMS THE VALUE OF PUBLIC EDUCATION

Concluding a year-long study of school choice programs currently in operation, The Carnegie Foundation for the Advancement of Teaching declared last month that choice plans should be adopted "only if the national historic commitment to public education is unequivocally reaffirmed." Every public school, it states, must provide quality education for all and be held accountable for the results.

> **". . . the nation's public schools collectively remain one of America's most vital institutions, with the mission of serving the individual as well as sustaining a democratic nation. When all is said and done, we dare not permit the current choice debate to blur this vision or to divert us from the urgent, unceasing task of making every public school a source of national strength in pursuit of *excellence* for all."**
>
> **Ernest L. Boyer**
> ***School Choice***

Among its key recommendations for school renewal and public school choice, the Foundation calls upon all educators to make a national effort "to strengthen early education, empower teachers, and involve parents."

The recommendations and findings of the Foundation's study, released by Ernest L. Boyer, President, are contained in the report, *School Choice*. They are based upon an opinion survey of Americans and the study of state- and districtwide choice plans, as well as private school plans. Findings include the following:

While a majority of Americans feel positive about the idea of selecting the schools their children will attend, very few have elected to participate in the school choice programs currently operating statewide. Four out of five believe that the best way to improve public education is to strengthen neighborhood schools.

By a margin of two to one, Americans reject providing vouchers from public funds to enable parents to choose private education for their children.

School choice options are not evenly available to all families and results tend to favor those with the highest socioeconomic status. Moreover, statewide choice plans "tend to widen the gap between rich and poor [school] districts." "Choice is a wholly unrealistic proposal for literally millions of families," the Foundation says.

Improved academic achievement does not appear to correlate with choice in statewide programs and correlates only ambiguously in districtwide programs. Evidence so far from private school choice programs is also negative with regard to the stimulation of school renewal.

Copies of *School Choice* will be available in December for $8.00 plus postage from California/Princeton Fulfillment Services, 1445 Lower Ferry Road, Ewing, New Jersey 08618, telephone: 1-(800)-777-4726.

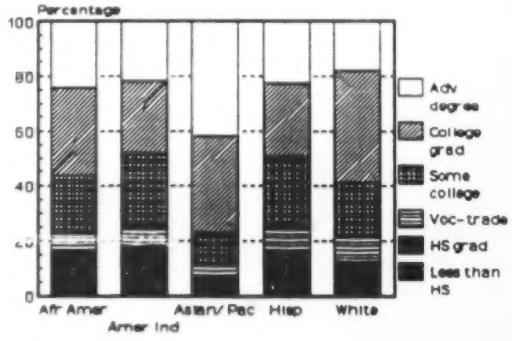
PARENTS HAVE HIGH EXPECTATIONS FOR EIGHTH GRADERS' SCHOOLING

Nearly three in five parents of eighth graders reported in the National Education Longitudinal Study of 1988 that they expected their youngsters to graduate from college. Only a half of a percent believed they would fail to complete high school.

Parents of Asians and Pacific Islanders had the highest expectations: 35% of them expected their daughters and sons to obtain baccalaureates and 42%, advanced degrees. However, other parents also have high expectations. The proportions of those expecting their youngsters at least to complete college ranged from 59% of white parents to 48% of Native American parents.

The figure shows the proportions of parents in the various racial/ethnic groups according to their expectations.

Figure.—PARENTS' EDUCATIONAL EXPECTATIONS FOR 1988 EIGHTH GRADERS



Parents' educational expectations rise with socioeconomic status. Nine out of ten high-SES parents in the study anticipated that their sons and daughters would at least graduate from college. The proportions expecting completion of baccalaureate degrees only ranged from 55% of white parents to 34% of Asian and Pacific Islander parents; however, 59% of the latter and more than half of the high-SES African American parents expected that their eighth graders would obtain graduate degrees, as compared with a third of white parents. Hispanic parents were about evenly divided between those who expected their youngsters' schooling to end with baccalaureates and those who looked forward to the attainment of advanced degrees.

These are some of the findings contained in *A Profile of Parents of Eighth Graders*, by Laura Horn and Jerry West (NCES 92-488). Single copies of NELS:88 reports are available free from the Office of Educational Research and Improvement, U.S. Department of Education, 1-(800)-424-1616.

Editor's note: See September 1992 issue of ***NUMBERS AND NEEDS***, Notes on NELS:88, for information about this data base.

The National Education Goals Report: Building A Nation of Learners, the 1992 report on the Year 2000 goals, is now available from the National Education Goals Panel, 1850 M Street, N.W., Suite 270, Washington, D.C. 20036. The January issue of ***NUMBERS AND NEEDS*** will contain an article on the implications of the report for minorities.

PROJECTED POPULATION (*continued*)

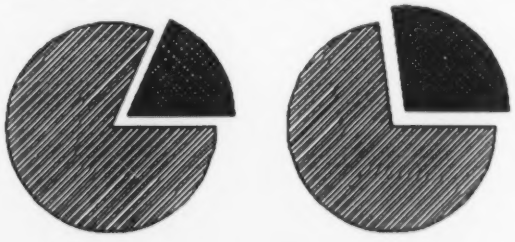
Table.—U.S. POPULATION AND PERCENTAGE DISTRIBUTION BY RACIAL/ETHNIC GROUP, 1990 AND 2040 (Numbers in millions)

Year	Total	White, non-Hisp	African American	American Indian[1]	Asian[2]	Hispanic
1990	248.8	187.1	30.0	2.0	7.3	22.4
%	100.0	75.2	12.1	0.8	2.9	9.0
2040	355.5	210.5	44.1	2.2	34.5	64.2
%	100.0	59.2	12.4	0.6	9.7	18.1

[1]Includes Eskimos and Aleuts. [2]Includes Pacific Islanders.

Figure 2 shows the projected growth of the population most likely to live in homes in which languages other than English are spoken, i.e., immigrants and their native-born children. In 1990, this group constituted 18% or fewer than one in five people living in the fifty states and the District of Columbia. In 2040, if the authors' assumptions prove correct, they will constitute 27% or more than one in four. The population will increase from 45.5 million to 96.1 million, of which 44% will be Hispanics and 31%, Asians.

Figure 2.—IMMIGRANTS AND CHILDREN OF IMMIGRANTS IN THE U.S. POPULATION, 1990 AND 2040



1990 2040

The changes in the racial/ethnic composition and in the potential size of the language minority population reflected in the 1990 census and projected into the twenty-first century by Edmonston and Passel are the result of the shift in patterns of immigration to the United States. In the nineteenth and early twentieth centuries immigrants came overwhelmingly from Europe; now they come predominantly from Asia and Latin America.

Edmonston and Passel used a modified cohort-component method to project the future population numbers. They factored in different assumptions for fertility, mortality, and net immigration for each racial/ethnic group for the foreign-born population and for native-born of foreign-born parents and other native-born generations more distantly removed from the immigrant generation.

The authors assume a net immigration of about 900,000 in 1990, including 200,000 undocumented immigrants and 70,000 entrants from Puerto Rico, which will level off at about 950,000 annually by 2005.

The authors acknowledge "serious questions" about the reality of their assumptions, especially that of constant levels of immigration. They also disregard the possible effect of mixed marriages upon the racial/ethnic-group-specific assumptions. Nevertheless, the outcome, they stress, provides a "plausible" result based upon current trends.

The Future Immigrant Population of the United States by Barry Edmonston and Jeffrey S. Passel, PRIP-UI-19, is available for $8.00 from The Urban Institute, P.O. Box 7273, Dept. C, Washington, D.C. 20044, telephone (202) 857-8687.

REPORT EXPLORES EDUCATIONAL RISK FACTORS FOR EIGHTH GRADERS

Minority students, students from low socioeconomic backgrounds, and male students are more likely than other students in the eighth grade to be deficient in basic mathematics and reading skills. The former two groups are also more likely to leave school between the eighth and tenth grades. The dropout rates of eighth-grade girls and boys are about the same.

When rates are adjusted for sex and socioeconomic differences, African American, Hispanic, and non-Hispanic white students are about equally likely to drop out. However, Blacks and Hispanics are more likely than white students to be deficient in basic skills.

These are some of the findings from *Characteristics of At-Risk Students in NELS:88*, by Phillip Kaufman, Denise Bradby, and Jeffrey Owings (NCES 92-042), which explores a number of factors thought to be associated with the risk of educational failure and illustrates the wealth of this data base for educational researchers.

Educational failure is defined as dropping out of school before completing the twelfth grade. Evidences of risk are not being in school at the time of the first follow-up survey in 1990 (the eighth-to-tenth-grade dropout rate) and failure to achieve the basic skills in mathematics and reading in the eighth grade making completion of high school problematic.

The variables considered in the report, in addition to the demographic variables of sex, racial/ethnic group, and SES, are (1), family and personal background factors, (2), school involvement of parents, (3), academic history, (4), behavioral factors, (5), teacher perceptions, and (6), the characteristics of the schools attended by the students.

NELS:88 also provides other variables not explored in this report but bearing on the educational risk of language minority youth, such as place of birth, number of years foreign-born students have been in the United States, language background, non-English language usage, and self-rated proficiency in English and the home language.

Editor's note: See article on language minority and limited-English-proficient students in NELS:88 and other information on this data base in the September 1992 issue of ***NUMBERS AND NEEDS***. As already noted in the NELS:88 article on page 2, single copies of the NELS:88 reports are available free by calling the Department of Education at 1-(800)-424-1616.

RESIDENTIAL SEGREGATION (*continued*)

living in the 60% plus minority areas in which they are found.

Judkins, Waksberg, and Massey used the 1980 and 1990 censuses to study residential segregation. They reported on their findings at the 1992 meeting of the American Statistical Association. Their paper will be published in the 1992 Proceedings of the Social Statistics Section of the ASA.

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